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ABSTRACT

This curriculum guide helps students learn the technical skills of the occupation of homemaking. It also uses the process model of practical reasoning to assist men and women in taking action regarding the perennial problems that face individuals and families living in the world society. The first section provides the philosophy, aim, student outcomes, theoretical framework, alternative curriculum models, a teaching model, and validated task list. Section 2 on teacher curriculum management provides a flow chart of curriculum guidelines. Basic skills and computer use are explored in relation to the consumer homemaking classroom; ideas for instruction or emphasis are included. As another step towards understanding the curriculum, the format landmarks are examined by means of a sample module. Section 3 contains the student introductory modules--four for entry level and four for advanced level students. These cover practical reasoning, values, management, and interpersonal/communicative skills. Each module details process skills, concepts, and strategies and contains student handouts. The Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) module is in section 4, divided into five parts: rationale, student introductory FHA/HERO module, FHA/HERO skill matrix, a case study of classroom management of FHA/HERO, and a list of resources. (YLB)

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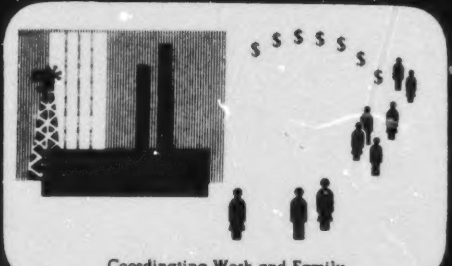
OHIO

VOCATIONAL CONSUMER/HOMEMAKING CURRICULUM GUIDE

OHIO VOCATIONAL HOME ECONOMICS

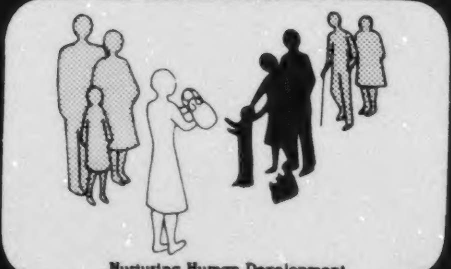


Coordinating Work and Family

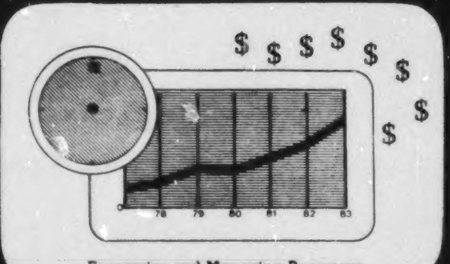
Creating a Living Environment

Feeding and Nourishing the Family

Personal and Family Textile Needs



Nurturing Human Development



Economics and Managing Resources

Instructional Materials Laboratory
1885 Neil Avenue
Townshend Hall, Room 112
Columbus, Ohio 43201

August, 1983

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Ohio Department of Education
Division of Vocational Education
Home Economics Section
65 South Front Street, Room 912
Columbus, Ohio 43215

OHIO CONSUMER/HOMEMAKING CURRICULUM GUIDE

PRACTICAL ACTION

Dr. Franklin B. Walter, State Superintendent of Public Instruction

STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
HOME ECONOMICS SECTION
COLUMBUS,OHIO

Dr. Darrell Parks, Director of Vocational Education

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Curriculum - Perennial Problems (In separate sections)

What to do Regarding:

- Coordinating Work and the Family
- Nurturing Human Development
- Feeding and Nourishing the Family
- Creating a Living Environment
- Meeting Clothing and Textile Needs
- Economics and Managing Resources

PREFACE

Ohio curriculum guides for Vocational Home Economics have consistently attempted to reflect futuristic approaches and content. A variety of developmental models have been used in the past. As we approached the revision or development of a new Consumer/Homemaking Curriculum Guide for Ohio, it was interesting to analyze the nature and design of the last two guides. The 1966 guide accepted society "as is" and had as its aim to develop one's own potential. It focused on concepts and generalizations leading to life skills and manipulative motor skills with necessary and useful information acquired to facilitate one's own existence. The 1974 guide had the competency based approach as its aim for the developmental process. The teacher directed needs assessments and taught technical skills to the extent that there was a demonstrated change in attitude, knowledge, skills, and behavior with emphasis on coping with change to improve the quality of the family.

This technical approach of competency development is still a current emphasis in various curricula in Ohio. The new trends in literature regarding curriculum design indicate that we need to re-evaluate our valued aims, our assumptions concerning the nature of society, learners, home economics content, and the learning process to achieve our aims. We need to determine -- What is our aim? What is worthwhile? We need to clarify and evaluate modes of thinking and utilize these as bases for curriculum and instruction work. We need to identify consequences of decisions, based on the values represented by these modes of rationality, to students, family and society.

Thus the 1983 guide has combined the "best of all worlds". It helps students learn the technical skills of the occupation of homemaking. Of equal importance, it uses the process model of practical reasoning to assist both men and women in taking action regarding the perennial problems that face individuals and families living in the world society. No longer can our students simply accept the world "as is". They need to be able to use knowledge/facts, interwoven with the understanding of the situations they find themselves in, as they consider their own values and those with whom they interact. They need to make decisions and determine the consequences of their decisions as they take action to improve their own, their family's, and society's positions in today's world. This is the aim and expected outcome of this curriculum directed to all students -- male and female -- who are planning useful and gainful careers in the home and the community.

The "new" area Coordinating Work and the Family is ideal for all students, including those going into occupational training at the 11th and 12th grades, those planning to enter college, or those who will be working and maintaining a family in the near or more distant future.

The perennial problems have been identified. We must help young people develop the skills necessary for an emancipated society.

Barbara Reed
Supervisor in Charge
Vocational Education
Home Economics Section

ACKNOWLEDGEMENTS

Curriculum development for Ohio's Consumer/Homemaking program has always been an exciting challenge, but never more so than this latest resource. With the rapid advancements in our society and in educational circles, numerous directions were explored.

Many consumer and homemaking curriculum models were studied and evaluated with Dr. Marge Wilsman, Assistant Professor at The Ohio State University, who provided leadership in classifying characteristics of alternative styles of development.

The National V-Tec's multi-state project identified the tasks of the homemaker. Colorado further identified and validated homemaking tasks, as did Indiana. These models were reviewed by Ohio.

Simultaneously, Minnesota and Wisconsin were using an approach advocated by Dr. Marjorie Brown. Dr. Brown's "A Conceptive Scheme and Decision Rules for the Selection and Organization of Home Economics Curriculum Content" served as an instrumental resource in Ohio's curriculum model decision.

In February, 1980, reports regarding curriculum approaches were shared by selected teachers, local supervisors, teacher educators, and state staff. Presenters included: Phyllis Abt, Colorado; Audrey Carr, Kentucky; Joyce Konzelman and JoAnne Rowe, Indiana; Elaine Staaland, Wisconsin; and Pat Erickson, reporting on Minnesota's approach.

A task force was appointed:

Dr. Beulah Sellers Davis, retired Director, School of Home Economics, Ohio University
Dr. Marge Wilsman, Assistant Professor, The Ohio State University
Dr. Joanne Tappenden, Home Economics Teacher Educator, University of Akron
Jeannine Morris, Home Economics Supervisor, Tri-County VEPD

Karen Heath, State Staff, Vocational Home Economics Section
Dr. Joanna Kister, State Staff, Vocational Home Economics Section
Barbara Reed, State Staff, Vocational Home Economics Section
Sonia Price, Assistant Director, Vocational Home Economics Section

Later additions were:

Dena Plantz, State Staff, Vocational Home Economics Section
Dr. Gail Henderson, State Staff, Vocational Home Economics Section
Vicki Melvin, State Staff, Vocational Home Economics Section
Larry Petry, Home Economics Instructor, Goodrich Junior High School

The task force's basic goal for the curriculum was "Optimum Quality of Life in Homes and Families" by means of "Developing Knowledge and Skills for the Occupation of Homemaking". Committees were chosen to research "What Is" and "What Should Be".

These committees were:

Needs and Concerns of Adolescents Committee

Jeannine Morris, Home Economics Supervisor, Tri-County VEPD
Crystal Canan, Student, Kent State University
Meta VanNostran, Home Economics Instructor, Athens High School
Pat Smith, Home Economics Instructor, Hopewell-Loudon High School

Home Economics Curriculum and Curriculum Literature Committee

Dr. Marge Wilsman, Home Economics Teacher Educator, The Ohio State University (Later replaced by Dr. Janet Laster, Home Economics Teacher Educator, The Ohio State University)
Barbara Reed, State Staff, Vocational Home Economics Section
Joan Wilson, Home Economics Instructor, Greenon High School
Mattie Jackson, Home Economics Instructor, Jefferson Twp. High School
Jane Eiden, Home Economics Instructor, Northland High School
Penny Reighart, Home Economics Teacher Educator, The Ohio State University
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Emily Marks, Home Economics Instructor, Union Scioto High School
Margaret Owens, Home Economics Instructor, Aiken High School
Janet Moore, Home Economics Instructor, Mother of Mercy High School
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Family/Societal Concerns Committee

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Larry Petry, Home Economics Instructor, Goodrich Junior High School
Catherine Bullard, Home Economics Instructor, Copley High School
Bernadette Baker, Home Economics Instructor, Waterloo High School

Home Economics Concerns Committee

Dr. Beulah Sellers Davis, retired Director, School of Home Economics, Ohio University
Kathy Keck, Home Economics Instructor, Westerville North High School
Casmira DiScipio, Home Economics Supervisor, Cleveland City
Jane King, Home Economics Instructor, Northridge High School

The Effect of Family and Employment Committee

Dena Plantz, State Staff, Vocational Home Economics Section
Dr. Gail Henderson, State Staff, Vocational Home Economics Section
Joanne Guy, Home Economics Instructor, Elida High School

Colorado's task list was validated for Ohio via Dr. Joanna Kister's dissertation research. Perennial and practical problems and the concerns regarding these were determined. In June 1981, the skeleton of the curriculum was developed which incorporated the skills of the homemaker and the process of practical reasoning focusing on the perennial problems of homemaking. Consultants included:

Dr. Jack R. Frymier, Department of Foundation and Research, The Ohio State University
Phil Swinehart, Principal, New Lexington Junior High School
Dr. Barbara Armstrong, Department of Family Life, University of Akron
Dr. Pat McKenry, Department of Family and Human Development, The Ohio State University
Dr. Mary Rainey, Home Economics Education, University of Akron
Dr. Janet Laster, Home Economics Education, The Ohio State University
Francine Hultgren, Home Economics Education, Pennsylvania State University

Six university-based organization groups were developed to provide further structure to the perennial problems of consumers and homemakers identified as a result of the earlier research. These groups later had representative members involved in a two week writing workshop to develop the concepts using the practical reasoning process.

The groups were as follows:

Coordinating Work and the Family - University of Akron

Dr. Beulah Sellers Davis, retired Director, School of Home Economics, Ohio University
Dr. Joanne Tappenden, Home Economics Teacher Educator, University of Akron
Margaret Driver, State Staff, Vocational Home Economics Section
Adel Riegel, State Staff, Vocational Home Economics Section
Dr. Gail Henderson, State Staff, Vocational Home Economics Section
Barbara Murphey, Home Economics Supervisor, Akron City
Jane King, Home Economics Instructor, Northridge High School
Cynthia Sapronetti, Home Economics Instructor, Garfield High School
Karen Hardman, Home Economics Instructor, Central Hower High School
Bernadette Baker, Home Economics Instructor, Waterloo High School
Shirley Irvin, Home Economics Instructor, Buckeye Valley High School
Virginia Goodell, Home Economics Instructor, Crestview High School
Catherine Bullard, Home Economics Instructor, Copley High School

Nurturing Human Development - Miami University, Mt. St. Joseph College, University of Dayton

Eileen Grice, Home Economics Teacher Educator, Miami University
Dr. Jane Link, Home Economics Teacher Educator, Mt. St. Joseph College
Pauline Metzger, Home Economics Teacher Educator, University of Dayton
Vera Ramstetter, Home Economics Supervisor, Cincinnati City
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Kathy McGrath, Home Economics Instructor, Southeastern High School
Joan Wilson, Home Economics Instructor, Greenon High School
Heather Boggs, Home Economics Instructor, Springfield High School
Linda Haines, Home Economics Instructor, New Richmond High School
Christa Davis, Home Economics Instructor, Wilmington High School
Betty Phillippi, Home Economics Instructor, Mt. Vernon High School
Barbara Blatter, Home Economics Instructor, Newark High School
Janet Moore, Home Economics Instructor, Mother of Mercy High School
Margaret Owens, Home Economics Instructor, Aiken High School

Economics and Managing Resources - Kent State University, Youngstown State University

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Naomi Blodgett, State Staff, Vocational Home Economics Section
Anita Boneburg, Home Economics Instructor, Lincoln West High School
Becky Conzo, Home Economics Instructor, Grand Valley High School
Mary Behanna, Home Economics Instructor, Revere High School
Ruth Billingsley, Home Economics Instructor, East High School
Crystal Canan, Student, Kent State University

Feeding and Nourishing the Family - Bowling Green State University, Ashland College

Dr. Pat Erickson, Home Economics Teacher Educator, Bowling Green State University
Ann Stephens, Home Economics Teacher Educator, Ashland College
Carol Bodeen, Home Economics Supervisor, Apollo VEPD
Kathy Voorhies, State Staff, Vocational Home Economics Section
Mabell Black, State Staff, Vocational Home Economics Section
Vicki Melvin, State Staff, Vocational Home Economics Section
Joanne Guy, Home Economics Instructor, Elida High School
Gerry Greenwood, Home Economics Instructor, Highland High School
Charlotte Adamasek, Home Economics Instructor, Brookhaven High School
Sue Clover, Home Economics Instructor, Wapakoneta High School
Lucretia Thomas, Home Economics Instructor, Libbey High School

Creating a Living Environment - The Ohio State University

Dr. Janet Laster, Home Economics Teacher Educator, The Ohio State University
Barbara Reed, State Staff, Vocational Home Economics Section
Roberta Bradshaw, Home Economics Supervisor, Columbus City
Alice Hite, Home Economics Supervisor, Licking County VEPD
Jane Eiden, Home Economics Instructor, Northland High School
Emily Marks, Home Economics Instructor, Union Scioto High School
Debra Tartell, Home Economics Instructor, Stanbery Freshman High School
Emma Yanok, Home Economics Instructor, Centennial High School
Loyce Hopkins, Home Economics Instructor, West High School
Pam Stockberger, Home Economics Instructor, Newark High School

Meeting Clothing and Textile Needs - Ohio University

Lee Cibrowski, Home Economics Teacher Educator, Ohio University
Jeannine Morris, Home Economics Supervisor, Tri-County VEPD
Karen Heath, State Staff, Vocational Home Economics Section
Pat Snipes, Home Economics Instructor, Logan High School
Meta VanNostran, Home Economics Instructor, Athens High School
Connie Bradbury, Home Economics Instructor, Kyger Creek High School

Material developed was piloted by the writers during the fall of 1982 following introduction of the process model and the scope of the content at the annual summer conference.

Extensive editing by Dr. Beulah Sellers Davis, Dr. Joanna Kister, Dr. Gail Henderson, as well as most State Staff members was continuous during the school year. The Coordinating Work and the Family section was prepared for printing and use at the 1983 summer conference. Introductory modules were developed by Dr. Joanna Kister (Values, Communication, Management), Dr. Janet Laster (Practical Reasoning Approach), and Meta VanNostran and Barbara Whitaker (FHA/HERO).

In June 1983, a followup workshop was conducted to perfect writing on the five remaining perennial problems and prepare them for printing.

PHILOSOPHY

PHILOSOPHY

Assumptions for the Ohio Consumer/Homemaking Curriculum are based upon the importance of:

1. Family - The family is needed by society to provide a supportive environment for human development and thus contributes to the emotional, social, political, and economic well-being of our nation.

2. Vocational Education Orientation - Adolescent family members need home economics knowledge; critical and creative thinking skills; homemaking skills; and caring interpersonal skills to enhance family life and contribute to productivity in the workplace in a complex, changing society.

3. Reasoned Action - Practical problems, personal, family, and community, are intrinsic motivators of adolescents, and provide opportunities for developing critical and creative thinking skills, including reasoned value judgments, while gaining knowledge of 1) what is worthwhile, 2) contextual factors affecting decisions (e.g. family law), 3) alternative strategies, 4) potential consequences including risks of the alternatives. (Adolescents need skill in making morally defensible judgments about what is best to do, as well as in making technical (how to) judgments)

Integrating instructional processes with the curriculum require:

1. Cooperative Learning - Cooperative, interactive learning structures facilitate the development of many cognitive and affective learnings important in home and family living while independent learning structures promote mastery of factual information, simple mechanical skills, and independent skills.

2. Skill Practice - Skill development requires gaining a meaningful concept of skill needed, guided practice in simulated conditions with feedback, and guided practice under realistic conditions (e.g. in IEE's, FHA/HERO activities, and playschool).

AIM

The aim of the Ohio Consumer/Homemaking Curriculum is to foster development of a fully functioning family member/homemaker who takes action for the betterment of the family, workplace, and society. A fully functioning individual is a person who makes reasoned judgments, is humanly caring, and acts responsibly for self and others. Family is defined as a unit of intimate, transacting, and interdependent persons who share some values and goals, responsibility for decisions and resources, and have commitment to one another over time.

STUDENT OUTCOMES

Students will:

1. Develop skills, including:
   - Critical/creative thinking skills
   - Diverse family/home/work skills
   - Interpersonal/communicative skills
   - Searching out resources to resolve family problems
2. Value quality home and family life, including a personal philosophy of:
   - Psychologically and physically healthy family members
   - A balanced life (work-play, family-work, etc.)
   - Pride in self, family, and work
   - Equitable role sharing of work and family responsibility
   - Network of supportive interdependent relationships
   - Concern for well-being of self, family, and others
3. Take reasoned action:
   - Plan for integration of career and family life cycle
   - Manage resources to meet developmental needs of all family members throughout the career-family life cycle
   - Improve societal conditions to enhance the family
   - Search out, recognize and evaluate life's opportunities
   - Become a nurturing individual

THEORETICAL FRAMEWORK

Three systems of action provide the theoretical framework for the Ohio Consumer/Homemaking Curriculum: technical, communicative, and emancipative. Table 1 illustrates the purpose of each type of action and the goals of the curriculum.

Table 1

TYPE OF ACTION	PURPOSE/GOAL	GOAL OF CURRICULUM
Technical	Technical control	Help students gain essential technical knowledge and skills for the occupation of homemaking
Communicative	Intersubjective/ interpersonal understanding	Help students understand human development and gain interpersonal/ communicative skills to achieve quality family life
Emancipative	Self reflection/ enlightened action	Help students evaluate family and societal conditions; make value decisions based on moral and ethical judgments; and be proactive to bring about needed change

ALTERNATIVE CURRICULUM MODELS

Three alternative organizational models received major consideration: organizing by a) concepts, b) homemaking tasks, and c) practical problems. Concepts are identified in the curriculum. An occupational analysis of the homemaker was validated in Ohio and 144 tasks identified for inclusion in the curriculum. (Note: These are listed at end of philosophy section). The practical problem orientation was chosen as the organizational model because this approach more adequately:

1. Recognizes the complexity of home and family life .
2. Considers valued ends, "what should be" not "what is". For example, tasks performed most frequently may not require a major curriculum block; they may be taught easily in a few minutes.
3. Account for future change. Tasks of the homemaker may change markedly with societal development or new technology but perennial problems endure over time.
4. Recognizes long term significant issues versus the trivial. A problem is significant if it is perceived to make a difference in people's lives.
5. Provides a pro-active stance; encourages change when needed rather than passive acceptance of existing social conditions.
6. Implies action, relates theory and practice, thinking and doing, knowledge and skills.
7. Emphasizes critical and creative thinking skills, enabling students to function fully in the face of changing knowledge.
8. Emphasizes the use of concepts in the reasoning process rather than knowledge as an end in itself.

In the practical problem orientation, problem is viewed as a difficult question which requires thought. Perennial problems are enduring questions faced by each generation over time. Practical problems are value questions regarding what is the best action to take. "Practical" does not refer to expedience but derives from praktisch, pertaining to conscious thought processes which reach fulfillment in action.

TEACHING MODEL

The teaching model focuses upon the practical reasoning process and the development of knowledge and skills to resolve practical problems and to take action. (Laster, 1981)

Table 2

INSTRUCTIONAL PROCESS FOR PRACTICAL ACTION
TEACHING MODEL

Phase I Clarify Problem

Identify or introduce the general problem.
Clarify the real problem.
Distinguish practical problem from theoretical and technical sub-problems.

Phase II Practical Reasoning

Formulate goals or valued ends.
(Identify the reasons for action based on values; resolve value conflicts)
Interpret the contextual factors of problem.
(Identify the factors and people involved and the reasons for their involvement)
Generate alternative solutions, strategies, and means for reaching goals.
Describe the potential or predictable consequences of each alternative, including how each will affect the well-being of self, others and society.
Evaluate the consequences, using the goals or valued ends and contextual factors as criteria.
Make a decision based on above reasoning.

Phase III Action

Develop student skills necessary for effective action.
Encourage use of skills in real situation.

Phase IV Reflection on the Action

Reflect on the action as implemented and the actual consequences.
Evaluate these consequences with valued ends and goals and contextual factors as criteria.
Formulate concepts and generalizations to use in future experiences.
Set new goals.
Identify new problems.

Knowledge required includes subject matter: value concepts, contextual factors, alternative strategies, and consequences. Skills required include practical reasoning, planning, interpersonal-communicative, and homemaking.

VALIDATED TASK LIST

Managing Money

- Balance checkbook
- Collect information about new products
- Develop a budget based upon income
- Develop a savings plan
- Develop and maintain an accounting and filing system
- Establish and maintain a sound insurance program
- Include family members in financial decisions
- Pay bills
- Prepare estate planning information sheet and update regularly
- Provide a will and update regularly
- Read and interpret contracts before signing
- Regulate cash flow to meet payments
- Seek legal advice
- Set goals and priorities for use of money
- Shop for goods and services
- Use credit

Caring for and Improving Self

- Continue education formally/informally
- Deal with family crisis
- Follow a physical fitness program
- Maintain personal hygiene and grooming
- Obtain information about community activities
- Provide time for rest
- Pursue personal hobbies and interests

Caring for Family Members

- Care for infants and small children
- Cultivate relationships with in-laws
- Encourage enjoyment of family responsibilities
- Encourage family members to develop to maximum potential
- Expand educational opportunities through family activities
- Give compliments for tasks well done
- Guide family members in spiritual growth
- Make arrangements for substitute child care
- Nurture the marriage relationship
- Provide a pleasant, harmonious home environment
- Provide consistent and appropriate discipline for children
- Provide for family discussion
- Provide moral support for family members
- Recognize developmental stages of individual family members and meet needs accordingly
- Set short and long-term goals for family
- Show love and affection to children
- Supervise the activities of children
- Teach about family customs and beliefs
- Teach children respect for self and others
- Teach children to accept responsibility
- Utilize community programs that support the family

Meeting Nutritional Needs

- Evaluate nutritional needs of family members
- Identify nutritional components of food
- Make a shopping list
- Plan food budget
- Plan meals and snacks according to nutritional needs and family preferences
- Prepare meals
- Purchase groceries
- Read and utilize cookbooks
- Store and handle food safely and properly
- Teach nutrition to family members

Providing for Family Health and Safety

- Apply first-aid and home nursing techniques
- Budget money for health care
- Eliminate safety hazards in the home
- Establish and maintain household security procedures
- Identify and secure emergency services
- Identify symptoms of disease and other medical disorders in family members
- Identify symptoms of mental stress in family members
- Maintain up-to-date family medical records
- Obtain regular medical and dental checkups
- Practice preventative medicine
- Select health personnel and facilities

Providing for Housing

- Arrange furniture in a functional and attractive manner
- Coordinate colors and styles in home decorating
- Explore alternatives for acquiring home furnishings
- Make arrangements for moving family and household goods
- Make use of personal talents in home decorating
- Select furniture for the home
- Select housing

Providing and Caring for Clothing and Textile Products

- Choose proper laundry cleaning agents
- Determine how much to spend for clothing
- Evaluate family's wardrobe needs, suitability, and safety of clothing
- Sew clothing for self and/or family
- Identify fabrics and their characteristics
- Launder or dry clean clothing and linens according to fabric characteristics
- Make alterations to clothing
- Mend and repair clothing
- Select clothing and accessories
- Sort clothes for laundering
- Store clothing properly

Managing Time

- Develop schedule of routine household tasks
- Keep a calendar of activities
- Organize tasks to save time and energy
- Plan time alone with spouse
- Plan and coordinate family activities
- Provide time for self
- Set priorities for use of time

Cleaning and Maintaining Home

- Budget for home repair and maintenance costs
- Care for floors appropriately
- Care for furnishings
- Clean and disinfect the bathroom
- Clean and maintain appliances
- Discard unnecessary items to eliminate clutter
- Dispose of trash and garbage
- Examine for evidence of pests
- Implement ongoing preventative maintenance
- Keep things picked up
- Maintain safe walkways, driveways, and patios
- Maintain water and sewer systems
- Make beds
- Organize storage space
- Perform simple carpentry
- Practice energy conservation in the home
- Recognize uses and limitations of tools and appliances
- Regulate lighting, ventilation, humidity, and temperature
- Select household cleaning and maintenance equipment and supplies
- Share cleaning and maintenance responsibilities with family members
- Wash dishes and utensils
- Wash kitchen cabinet and counter surfaces

Providing Transportation

- Budget for variable and fixed transportation costs
- Check the oil in vehicle
- Drive a vehicle
- Equip vehicle for possible emergency
- Fill vehicle with proper grade of fuel
- Identify signs of vehicle malfunction
- Provide for regular vehicle maintenance
- Select a vehicle
- Use mass transit
- Utilize carpools
- Walk whenever possible

Planning for Social Events and Entertaining

- Budget money for social activities
- Celebrate special occasions
- Determine type of gathering
- Entertain business associates
- Entertain guests in the home
- Make plans for entertaining
- Plan food for special events
- Plan recreational and social activities
- Use socially acceptable etiquette

Providing and Maintaining Yard and Garden

- Control weeds and insects in yard and garden
- Maintain safe and attractive landscape and garden
- Mow and trim lawn
- Practice safe operation of yard equipment
- Prepare soil for planting
- Purchase seeds, plants, and supplies
- Water yard and garden

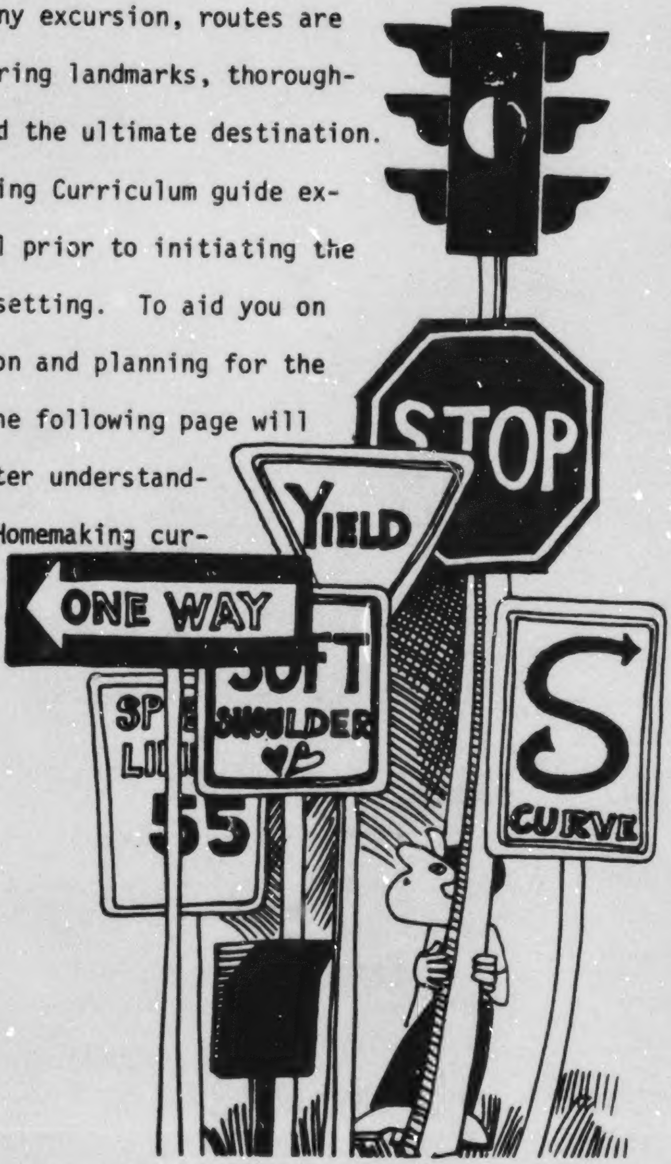
Caring for Pets

- Make arrangements for substitute care of pets
- Make wise pet selection
- Obtain license and tags for pet
- Provide necessary vaccinations for pets
- Provide water and other nutritional needs for pets

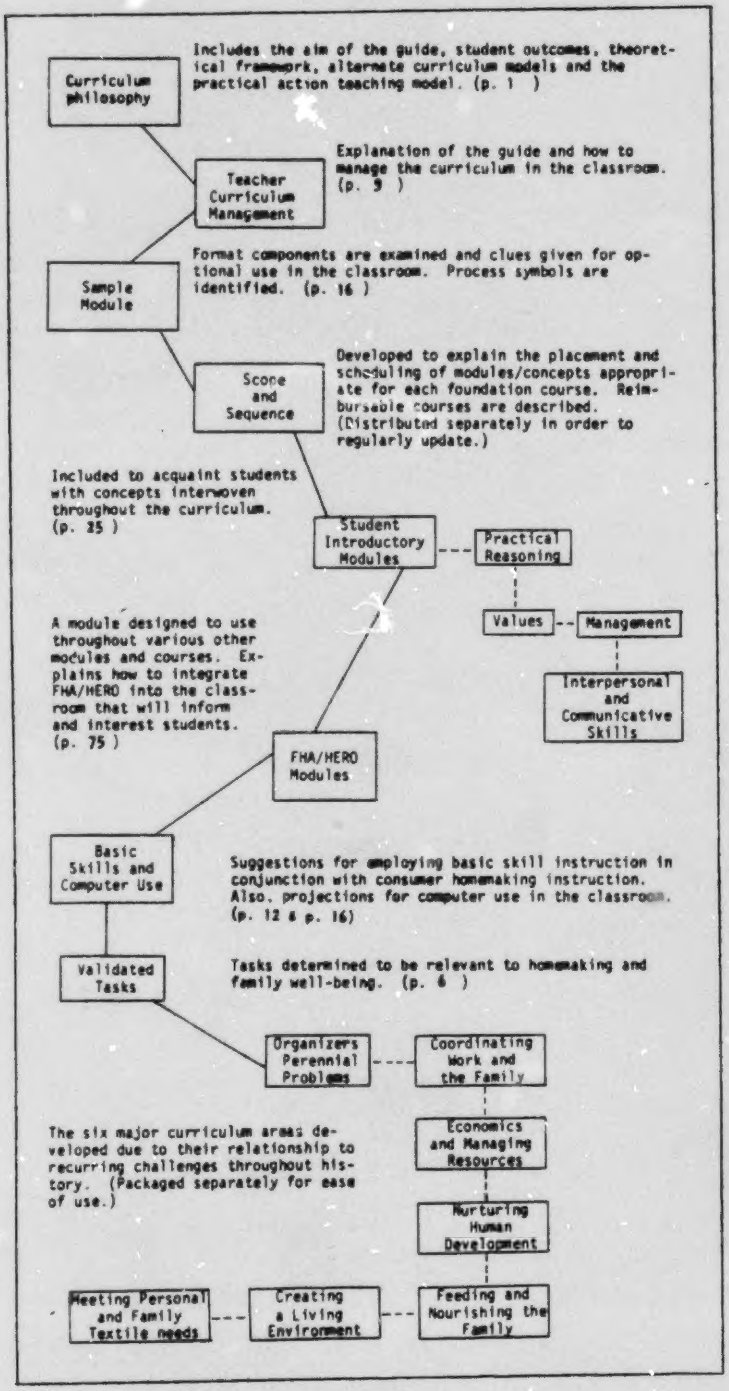
TEACHER MANAGEMENT

TEACHER CURRICULUM MANAGEMENT

Prior to beginning any excursion, routes are carefully planned considering landmarks, thoroughfares, mode of travel, and the ultimate destination. The Ohio Consumer/Homemaking Curriculum guide exploration is also critical prior to initiating the process in the classroom setting. To aid you on your curriculum exploration and planning for the classroom, the chart on the following page will serve as a roadmap to better understanding of the Ohio Consumer/Homemaking curriculum guide.



CURRICULUM GUIDEPOSTS


Curriculum philosophy
Teacher Curriculum Management
Sample Module
Scope and Sequence
Student Introductory Modules
Practical Reasoning
Values
Management
Interpersonal and Communicative Skills
FHA/HERO Modules
Basic Skills and Computer Use
Validated Tasks
Organizers Perennial Problems
Coordinating Work and the Family
Economics and Managing Resources
Nurturing Human Development
Feeding and Nourishing the Family
Creating a Living Environment
Meeting Personal and Family Textile needs

Includes the aim of the guide, student outcomes, theoretical framework, alternate curriculum models and the practical action teaching model. (p. 1)

Explanation of the guide and how to manage the curriculum in the classroom. (p. 9)

Format components are examined and clues given for optional use in the classroom. Process symbols are identified. (p. 16)

Developed to explain the placement and scheduling of modules/concepts appropriate for each foundation course. Reimbursable courses are described. (Distributed separately in order to regularly update.)

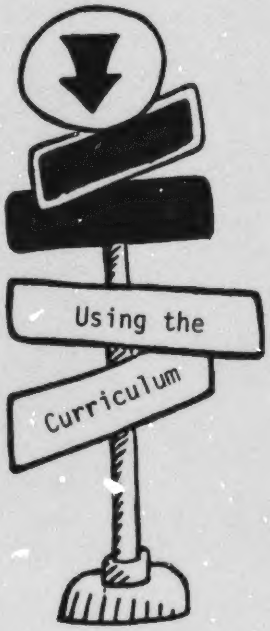
Included to acquaint students with concepts interwoven throughout the curriculum. (p. 25)

A module designed to use throughout various other modules and courses. Explains how to integrate FHA/HERO into the classroom that will inform and interest students. (p. 75)

Suggestions for employing basic skill instruction in conjunction with consumer homemaking instruction. Also, projections for computer use in the classroom. (p. 12 & p. 16)

Tasks determined to be relevant to homemaking and family well-being. (p. 6)

The six major curriculum areas developed due to their relationship to recurring challenges throughout history. (Packaged separately for ease of use.)


Using the
Curriculum

The first step to successful implementation is becoming familiar with the unique curriculum characteristics:

1. PRACTICAL REASONING PROCESS
2. WORK AND FAMILY EMPHASIS

PRACTICAL REASONING PROCESS

The practical reasoning process has been examined within the curriculum philosophy section (p. 5). Additional information concerning curricular application of the process is provided after the sample module section (p. 22), as well as in the student introductory modules (p. 28).

WORK AND THE FAMILY

Throughout the ages, work and the family interwine and has been critical to society. The OCHC (Ohio Consumer/Homemaking Curriculum) guide has included modules to assist the consumer/homemaking instructor addressing this issue. Supplemental background and a bibliography are also provided.

ORGANIZERS AND VALIDATED TASKS

Familiarization with concepts included in each of the organizer/perennial problem areas (p. 20) in combination with validated tasks (p. 6) constitute the second step in understanding the curriculum guide. Modules have been developed in a practical reasoning mode for each of the organizer concepts (based on tasks of the homemaker).

STUDENT INTRODUCTORY MODULES

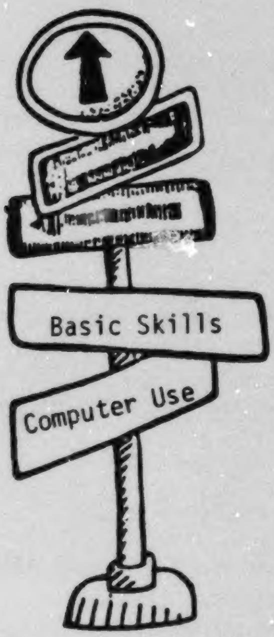
Interwoven throughout the curriculum are practical reasoning, values, management, and interpersonal/communicative skills. Introductory modules, to be used with students with limited experience in the aforementioned areas, provide a crucial foundation to teaching the content modules. Suggestions for using the Student Introductory Modules have been included in the Scope and Sequence, as well as preceding the Student Introductory Modules (p. 25).

FHA/HERO MODULE

For individual student growth and providing opportunities for involvement with others via FHA/HERO, modules are provided in harmony with the practical action curriculum (p. 75).

BASIC SKILLS

Designated as education thrusts for the 80's, basic skills and computer use are explored in relation to the consumer homemaking classroom. Ideas for instruction or emphasis are included.



BASIC SKILLS: The basic skill areas - writing, speaking and listening, mathematics, and reading - represent the foundation skills necessary for survival. They also include enabling skills that produce mature independent learners. Without these enabling skills, learning other subject matter is difficult. Without basic skills, students have limited individual capabilities in their daily home-family functioning as well as limited progress in the job market.

The basic skills are not isolated. Indeed, the nature of basic skills prohibits their functioning only in specific areas. Rather, the basic skills are integrated in all school curricula and all of life. Except for recreational reading, one rarely engages in isolated basic skills. Reading, writing, mathematics, and oral language are interrelated with each other and with daily tasks and activities. Studying topics in isolation (be they division, verb usage, or home economics curriculum) can become boring and irrelevant: considering these topics in purposeful application can make them exciting and meaningful subjects. Studying basic skills only as isolated topics can produce positive results within that framework, but negative results outside the framework where the skills are to be applied. (Perhaps that's why some of us spell correctly on spelling tests, but make errors in everyday spelling.)

Integration of basic skills allows students to see (perhaps for the first time) that previously encountered subject matter has worth, use, and meaning. Such integration may motivate the less-than-optimum student and provide an opportunity for "fresh" learning of previously encountered content. For the more accomplished students, it provides a practical review and reinforcement of concepts already learned.

Vocational Home Economics has a history of providing students with opportunities to realize and experience the use of basic skills. Explaining progress in an IEE, measuring and calculating fabric, totaling estimated costs of day care, reading pattern instructions, calculating food intake, and reading human relations vignettes are examples of typical employment of basic skills. The problem solving/practical reasoning approach of this curriculum provides even greater opportunities for students to utilize basic skills within real life contexts. As students establish their own issues and select various alternatives, they will establish their own learning strategies employing basic skills. Consider the following example showing the various basic skills in a single module.

PRACTICAL PROBLEM What Should I Do as a World Citizen Regarding Food?

CONCERN/CONCEPT Political and Economic Ramifications/Governmental Food Policy

---

STRATEGIES	BASIC SKILLS INVOLVED
. Invite speakers to discuss government policies	. writing requests, thank you letters, and local news articles . listening . verbal communication to speakers
. Invite representative from WIC or the food stamp program to explain how monies are allotted to families	. writing and listening and verbal skills . mathematics to comprehend money allotment
. Calculate the allocation of food monies for an imaginary family. Determine changes in allocations that occur because of an addition or deletion of a family member.	. mathematics to calculate money allotment.
. Write case studies for individual or family group who would qualify for one or more programs.	. writing/composition
. Seclect activities from publication: Food: Where Nutrition Politics and Culture Meet, Katz and Goodwin, Center for Science in the Public Interest	. reading/comprehension
. Identify foods at the local store which come from the world market. Have grocer and specialty store managers speak to class, or tape an interview with each, based on questions students have written.	. reading . verbal communication . listening
. Read magazines, newspapers, and watch T.V. to identify any areas where the U.S. is dealing with other countries on food matters.	. reading . listening
. The class writes their own textbook, based on the world food market.	. reading . writing
. Keep a journal on the world food market identifying all ways that this affects the family food.	. reading . writing
. Identify a governmental food policy and research the history of it becoming policy, the impact on families and how they, as individuals, can impact future food policy decisions.	. reading . writing . verbal communication

It is important to be aware of how often basic skills are integral parts of our curriculum. It is even more important that strategies and techniques allow the student a comfortable means to learn these skills "from scratch" if necessary. Students who cannot do basic computation, read basic instructions, clearly state their needs, or distinguish verbal instructions need to be able to gain help without feeling embarrassment or undue frustration.

Various sources to help teachers attend to basic skill needs are listed in the references. Additional general assistance with basic skills approaches are offered below.

1. Create learning packets to assist students with basic mathematics concepts. Posters depicting a basic process (e.g. finding percentage) can be standard classroom features.

2. Guard against always choosing the most articulate students to contact outside speakers, superintendent, principal, etc. Provide such verbal opportunities for all students.

3. Have available a folder with guidelines for writing invitations, letters of thanks, and other written communication. Students can consult this as needed.

4. Be aware of reading levels of textbooks and other reading material. If inappropriate, supplement with guided study sheets, oral reading, smaller guided reading assignments.

5. Use audio and video tapes to encourage students' verbal communication. Allow students to retape in order to improve performance.

6. Use simple tables, charts, and graphs to allow students to interpret events in relation to various factors. Such visual material allows students to condense numerical information into meaningful and manageable terms.

7. Use daily, readily available resources such as newspapers and periodicals. This establishes a logical process for gaining needed information in everyday life.

8. Provide vocabulary list when entering each new unit of study. Previewing important words can reduce reader anxiety. Use sketches and photos to depict word meanings.

9. Allow students to peer-teach a basic skill area in which they have competence.

10. Guard against confusing basic skills with teaching techniques. Micro computers and chalk board drill can both be helpful in teaching basic skills.

11. Have students correct/improve written communication. Allow gradual improvement, when possible.

12. Focus on students making their written and oral communication clear -- saying what they mean -- rather than focusing on "right/wrong" aspects of speaking and writing.

13. Provide current newspapers for use during classroom "slack" time. Have an ongoing contest to see how many articles pertain to the current classroom topic.

14. Encourage and reinforce students for each accomplishment, no matter how small.

15. Guard against relying too heavily on any single basic skill. A variety of skills within a single lesson/module provides a greater chance for student success.

16. Clarify to students whether they are to skim, scan, analyze, read for detail, or read critically.

17. Use guide sheets to help students summarize the content and/or outline material in order to select important from less important information.

18. Encourage the use of the dictionary for help with the specific subject matter, as well as for help in daily life activities.

19. Guide students to related reading materials (fiction, periodicals, newspaper articles) for their enjoyment and leisure reading.

20. Encourage students' independence in solving problems through reading, writing, or verbally communicating their concerns or questions.

21. Use games such as word finds and crossword puzzles to teach vocabulary.

Consumer and Homemaking teachers -- indeed, all teachers are charged with the preparation of young people for adult life as a productive citizen. The homemaking classroom may provide the best chance to meet these needs before entry into the adult world.

COMPUTER ASSISTED INSTRUCTION

1. A major use of computers in assisting instruction is for drill and instruction. The computer may be programmed to present questions, such as nutrition facts or foods math, and to give immediate feedback to the student.

2. Another use for computers is tutorials. There is some existing software available in home economics. In tutorial usage, information is presented usually in verbal and graphics form, the student is tested, and branched back if remedial learning is necessary, forward if there are correct responses.

3. Computer simulations more fully utilize the capability of the computer to randomly generate situations and for students to interact with the computer. A simulation is the recreation of an actual environment. Software is available for simulations of food intake and budgeting. Many others are possible, for example, energy consumption of appliances.

4. A variety of instructional games can be designed for the computer. For example, the computer can generate word games to assist students with vocabulary.

5. Students may design programs to create and solve hypothetical situations, for example, in home management.

6. Graphics may be used to teach art principles, housing, and interior design.

FORMAT/SAMPLE MODULE

As another step towards understanding the OC/HC, the format landmarks have been examined by means of the following sample module.

31

Perennial Problem

Questions which recur over time and are faced by each generation.

Practical Problem

Questions regarding what action to take.

Homemaking Skills

Listing of the various skills needed by the homemaker as related to the developed concepts.

Concern/Concept

Further clarification of the problem. One or more modules are developed for each concern/concept.

FN 1.23e

Code

Used to organize modules plus identify suggested concepts for each course.

PERENNIAL PROBLEM	What to do regarding feeding and nourishing the family
PRACTICAL PROBLEM	What should I do to be well nourished
CONCERN/CONCEPT	Concerns regarding individual problems/ sports nutrition

HOMEMAKING SKILLS

- Determine specific nutritional needs for the athlete
- Recognize the importance of fitness and nutrition for lifetime activity
- Plan meals and snacks appropriate for the athlete

<table>
<tr><th>PROCESS SKILLS</th><th>CONCEPTS</th><th>STRATEGIES</th></tr>
<tr><td> </td><td></td><td>Develop a bulletin board with the following title: "Sports, Nutrition, and You". Use pictures of a variety of athletic experiences...football player, swimmer, golfer, dancer, gymnast, etc. Include both sexes, all ages, and handicapped individuals. Combine with pictures of the Basic Four food groups. Discuss the relationship. What questions might these athletes ask regarding sports nutrition?</td></tr>
<tr><td></td><td>Facts and fallacies</td><td>To determine nutritional facts and fallacies, utilize a Sports Nutrition Scoreboard. Keep the answers for further reference.
Example:
<table><tr><th>T</th><th>F</th><th>?</th><th>SCOREBOARD</th></tr><tr><td></td><td></td><td></td><td>1. Athletes need more protein than non-athletes.</td></tr><tr><td></td><td></td><td></td><td>2. Swimmers quickly become obese.</td></tr><tr><td></td><td></td><td></td><td>3. Wrestlers should fast to maintain desired weight.</td></tr><tr><td></td><td></td><td></td><td>4. Long distance runners should eat a carbohydrate-loaded diet.</td></tr><tr><td></td><td></td><td></td><td>5. Milk drinking impairs performance.</td></tr><tr><td></td><td></td><td></td><td>6.</td></tr></table></td></tr>
<tr><td></td><td>Nutrition for the athlete... dietary goals</td><td>Using resources, develop a fact list of information dealing with sports nutrition. Include basic diets, dietary supplements, gaining or losing weight, energy demands of the athlete, water needs, pre-game meals and eating during competition, and information on specific sports.
Play * Sports Nutri-Bingo to review the facts.
Select a sport. Plan an appropriate diet for the athlete involved. Share the nutritional plans via presentations, posters, or displays. Refer to student questions in the bulletin board activity.
Consider the following situation:</td></tr>
</table>

Process Skills

Symbols depicting the steps of practical reasoning. (Refer to p. 21 for supplemental explanations).

Concepts

The further breakdown of the concept around which the strategies are developed.

Strategies

Information and activities which facilitate the teaching/learning of the concepts. (See p. 22 for additional information on strategy development).

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM		A 15-year-old swimmer is competing in the state meet. Due to parents' irregular working hours, they do not eat regular family meals. The family has a limited income, however, the coach has recommended that at least 3,000 calories a day be consumed during the season plus have 8 oz. of beef. A friend has recently read in Swimmer's Digest that a highly concentrated protein drink supplements the swimmer's diet. The swimmer prefers fast food fare, enjoys partying with friends, and is concerned with appearance, health, and doing well for the team.
	Factors and values	Discuss the case study. What is the swimmer to do? What personal and environmental factors (family, meal patterns, limited income, etc.) and values (health, safety, self esteem, winning, etc.) are involved? Example:

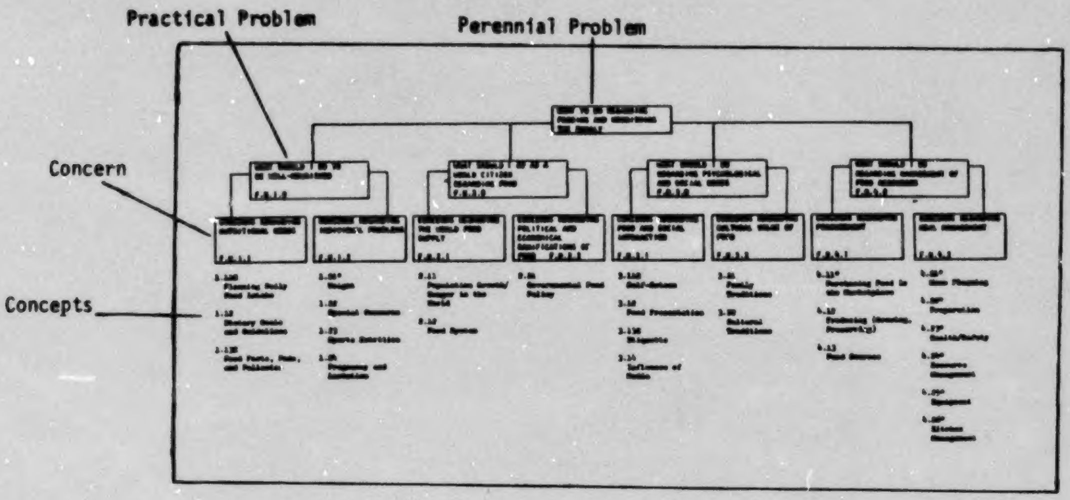
ALTERNATIVE	CONSEQUENCE
Follow coach's advice	Approval Expensive Large amount of protein may not be necessary
Etc.	

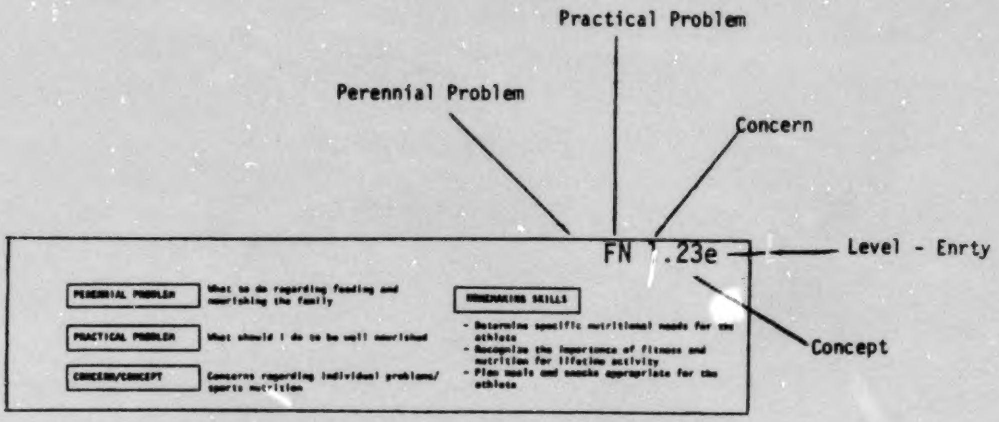
PROCESS SKILLS	CONCEPTS	STRATEGIES
		The swimmer chose to not worry about the diet - to continue irregular eating patterns and a junk food diet. Test this decision. What if every swimmer on the team did likewise? (Universal consequences test) Would you advise a friend seeking your advice to take this action? (Role reversal test). What if the swimmer was 19-years-old with a chance at the Olympic Gold Medal for his/her country? What if the swimmer was 19-years-old with a chance at the Olympic Gold Medal in two years but pregnant? (New situations test). Give reasons for each decision.
PR		Using the practical reasoning process, critically examine, test, and justify your choice for the swimmer. Will it work? How will it affect you? your family? your community?
	Assuming responsibility for peer instruction	FHA/HERO - Utilize the FHA/HERO Student Body Handbook and arrange a student body workshop dealing with sports nutrition or start an aerobic dance class or put up a display in a prominent location (gym, cafeteria, office, etc.) that suggest pre-game meals, energy expenditures or take a sports/exercise break during your next chapter meeting with appropriate snacks.
	Community and home sports nutrition experiences	IEE - Evaluate school lunches or fast food restaurants and see how they fit into the overall nutritional needs of the athlete. Prepare a variety of liquid nutritional drinks. Evaluate for taste, convenience, and nutrition. Plan and prepare a weekly diet suitable to the athlete. Survey health clubs, spas, recreation centers to determine services available in regards to sports nutrition/fitness.
	Lifetime sports nutrition	Discuss how a lifetime in sports and nutrition can start today. Consider the positive aspects of continued emphasis. Examples: good emotional safety valve, feeling of accomplishment, social implications, challenge, creative use of leisure time, reduces heart disease, mentally alert, aids in weight control, etc.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Action/ reflection	Do the Nutrition Scoreboard again and give reasons for answers. Develop a plan of action. What can be done to promote nutrition and fitness today and tomorrow? Consider self, family, and society. - Personal plan - Write a newspaper article - Develop a 30 second radio spot or use on school intercom - Instruct grade school students on the importance of fitness and nutrition (play fitness games and use food models to illustrate dietary requirements or develop skits) - Conduct a sports nutrition slogan contest - Visit a health food store and compare foods designed for athletics - Survey athletes on food choices - use as a basis for information for a school assembly - Plan a sports nutrition food fair - display and demonstrate pre-game meals

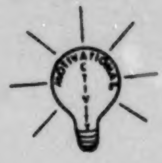
The format has been designed for optimum teacher use. The overall, broad organizer, the PERENNIAL PROBLEM (Feeding and Nourishing the Family; Coordinating Work and the Family; Economics and Managing Resources; Nurturing Human Development; Creating a Living Environment; Meeting Personal and Family Textile Needs), is followed by the PRACTICAL PROBLEM and the CONCERN/CONCEPT which both further clarify the module topic. The perennial problems/organizers are included with the Scope and Sequence. The HOMEMAKING SKILLS refer to the validated tasks (p. 6) needed by the homemaker as related to the identified concept.

The CODE refers the instructor to the organization of each module and is utilized in the Scope and Sequence individual course recommendations. The code also indicates the module level (e - entry, no designated symbol for advanced, * - both entry and advanced level developed). The organizer (perennial problem) featured below illustrates the basic components, as well as the coding system.

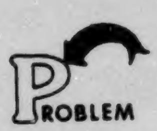

Practical Problem
Perennial Problem
Concern
Concepts


Practical Problem
Perennial Problem
Concern
FN 1.23e
Level - Enrty
Concept
PERENNIAL PROBLEM
What to do regarding feeding and nourishing the family
PRACTICAL PROBLEM
What should I do to be well nourished
CONCERN/CONCEPT
Concerns regarding individual problems/ sports nutrition
HOMEMAKING SKILLS
- Determine specific nutritional needs for the athlete
- Recognize the importance of fitness and nutrition for lifetime activity
- Plan meals and snacks appropriate for the athlete

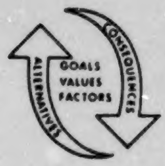
The Curriculum Philosophy Section (p. 1) justifies the practical action based curriculum. The PROCESS SKILL column further highlights the practical reasoning process. Five symbols were developed to assist in clarification.


MOTIVATIONAL
ACTIVITY

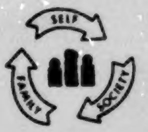
A strategy which sets the stage and stimulates the students' interest and involvement.



Identifies or introduces the general problem. Typically generates questions directed by student needs.


GOALS
VALUES
FACTORS
CONSEQUENCES
ALTERNATIVES

Strategies that identify values and factors linked to the problem, plus generates alternative solutions and the potential consequences of each alternative.


SELF
FAMILY
SOCIETY

Reflection and evaluation of the action taken considering "what's best" for self, family, and society.

PR

Symbol used when one strategy includes ALL the practical action steps.

The CONCEPT COLUMN further refines the module topic. Strategies are developed based upon concepts and the practical action process. The STRATEGY COLUMN, suggesting a variety of instructional strategies, including a motivational activity plus IEE (Individualized Extended Experience) and FHA/HERO activities, relates to the module topic and is congruent with the practical reasoning process. Student involvement and interactive experiences were considered during strategy development. The strategies were related to all levels of knowledge. Approaches to teaching range from role playing and case studies to simulations and experimentation. The following chart will assist in developing additional methods plus aid in clarification of the relationship of process to strategy.

TEACHING MODEL	TEACHING STRATEGIES AND TECHNIQUES	SUGGESTED QUESTIONS
I. Identify PRACTICAL problem	Student-teacher conference Classroom Meeting Newspaper clippings, magazine articles Bulletin boards Case studies: written, films, slides, videotapes, TV, short stories, adolescent novels Vignettes Examining statistics Pretests	What is the practical problem in this situation? Why do you think its a problem? Why should we be concerned about this for self? family? society? community? Do many people share this problem? What questions do you have about this problem?
II. Use PRACTICAL REASONING A. Gather adequate reliable information, meanings *Identify goals, values, contextual factors - Personal - Environmental (Use as criteria for making judgments)	Practical reasoning worksheet* Brainstorming in small groups or as a class Interviews Questionnaires/surveys Attitude inventories Individual or group information seeking (lecture, assigned reading with work sheet, AV materials, library work, magazine or newspaper articles, speakers) Class discussion Vignettes Case studies Value clarification activities Value analysis Charts: practical reasoning worksheet and variations reasons assembly chart	What information do we need to solve problem? What personal factors affect our decision: goals? values? resources: skills, knowledge, money? What environmental factors affect our decision: Laws/rules of family? community? school? state? nation? Resources? Relationships? Cultural customs? taboos? What reasons are behind what you selected?
B. Gather adequate information, meanings - Contd. *Identify alternative/consequences	Information seeking strategies Role plays/simulations Interviews/surveys Brainstorming (large or small group) Class discussion Charts: practical reasoning worksheet reasons assembly chart Creative writing (create stories)	What alternatives/choices -- good and bad What are the consequences for you? your family? our community? nation? world? What would happen if you chose this one--good and bad consequences?

TEACHING MODEL	TEACHING STRATEGIES AND TECHNIQUES	SUGGESTED QUESTIONS
C. Critically examine, evaluate	Teacher-student conferences Class discussion Use decision tests: Morally defensible? Universal test Role reversal test New situation test Workable?	What do you think is best to do? Why? How would this decision affect you? your family? your community? What if everyone acted this way? selected this solution? Would you choose same thing if you were... (person(s) being affected?) What if you were....? had....? your family knew? police knew? Considering the personal and environmental factors, would this solution be workable? Does this solution match-up with what you and society feels important
III. Take ACTION	Simulations/role plays Laboratories IEE projects Everyday experiences in home, school, and community	Do you have the skills needed to carry out your decision successfully? What skills do you need? How can you better prepare yourself for this situation?
IV. REFLECTION	Journals Bulletin boards Pencil/paper tests Group discussion Use decision tests	What other choices might be better? Why? Why/why was this not the best decision? How can I better prepare myself for this situation again?

(Heather Boggs, Springfield South H.S.,
Vocational Consumer/Homemaking
Instructor, 1983)

Strategy
Development

Throughout the developed curriculum modules, the phrase "Using resources...." is suggested to the instructor. Due to the diversity of resources in the classrooms and communities in Ohio, specific publications, audio visuals, speakers, etc. are not listed. Selection of resources must be based upon availability and appropriateness to individual classrooms. A continuum of resource usage, as well as the chart on page 22 will assist in determining the type of information seeking strategies to employ in the classroom.

Teacher Directed ←		→ Student Initiated
Lecture	Films/AV Presentations	Research
Assigned Reading	Guest Speakers	Survey
Work Sheets	Bulletin Board/Charts	Interviews

In some cases, a specific resource is attached. These resources are identified by underlining the resource and an asterisk *Sports Bingo.

READY, SET, GO!

Within the Teacher Curriculum Management Section, many landmarks have been examined and roads to success were explained. Now on the last leg of the journey, the final destination is eagerly anticipated---the modules developed for each organizer! The specific organizer will contain a cover page with the concepts listed plus a general rationale for the importance of the perennial problem. The organizers and the developed concepts are subject to change as new trends or technology emerges and affects society.

As you become familiar with the total Ohio Consumer/Homemaking Curriculum and realize the opportunities for student growth and development by utilizing a practical action approach, teaching consumer homemaking will become increasingly challenging and rewarding!

INTRODUCTORY MODULES

STUDENT INTRODUCTORY MODULES

Introductory modules are written for students to acquaint them with basic concepts and processes which they will encounter throughout their learning experiences. Four modules are written for entry level students (0.01e, 0.02e, 0.03e, and 0.04e). The remaining four are written for advanced level students.

It is recommended that these modules be taught early in the school year. Each module requires one to two days to complete. The format in which the modules are written is the same as the perennial problems. They are not identified with a perennial problem area since the content and processes cut across all perennial problems.

The following chart illustrates the introductory modules:

INTRODUCTORY MODULES

Practical Reasoning - How Do I Decide?	(p. 28)	0.01 e
Practical Reasoning - What's Best to Do?	(p. 41)	0.01
Values - Why I am What I am	(p. 55)	0.02 e
Values - Why I Do What I Do	(p. 57)	0.02
Management - Getting It Together	(p. 59)	0.03 e
Management - Making It Happen	(p. 63)	0.03
Interpersonal/Communicative Skills - Is Anybody Listening?	(p. 65)	0.04 e
Interpersonal/Communicative Skills - Do Ya Copy?	(p. 71)	0.04

TEACHER REFERENCE

PRACTICAL REASONING INTRODUCTORY MODULE

Characteristics of Practical Reasoning

1. Gathering adequate, reliable information (facts and values)
    a. Goals and values of those involved: self, friends, parents, siblings, neighbors, etc.
    b. Personal and environmental factors in situation (contextual factors)
    c. Alternative actions/choices
    d. Consequences of actions/choices

2. Careful critical thinking, i.e. questioning and testing, what is best or ought to be done
    a. What facts do I have/need to support my possible action? values? Am I only supporting my decision/possible action with value claims that have no factual basis?
    b. Is my source(s) of information a reliable source?
    c. Do I have enough relevant information to justify my tentative decision?
    d. Do my reasons support/refute my conclusion/decision?
    e. Will this be a workable choice of action, considering my personal and environmental factors in this situation?
    f. Is this choice of action morally defensible?
        1) What would happen if everyone made this choice? (Universal Test)
        2) How would I like to be the person affected by this decision? (Role Reversal Test)
        3) In a similar or different situation, would this choice still be best? (New Cases Test)

3. Justifying decision/choices of actions with adequate and reliable reasons
    a. Reflects adequate information to support/refute decision/idea
    b. Uses reliable information and sources for the situation
    c. Shows consideration for the moral defensiveness of potential action

4. Collaborating with others to decide what to do, i.e. negotiating differences and creating workable and morally defensible action for the situation, including considering the values and goals of all involved.

Unit Objectives

To help students:

a. Understand and want to use the decision making process more effectively with concern for the well-being of self and others.

(Cont'd)

b. Use practical reasoning to resolve everyday and controversial practical problems

   1) Gather adequate, reliable information (facts and values)
   2) Question and test what is best or ought to be done
   3) Justify decisions with adequate and reliable reasons

c. Make decisions based on consideration for the well-being of self and others

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CONCEPT: PRACTICAL REASONING - "How Do You Decide?"

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Value of practical reasoning	Read, tape, or create skit *Should I Continue School? or *The Tale of the Four Smurfs showing how people make decisions differently with various consequences. Create or adapt a story for your students' interests.
	Alternative ways to make decisions - Blind acceptance - Impulsive; or whim - Tradition or habit - Practical reasoning	Divide the class into four listening teams to listen for how each individual in the story makes decisions. -- Team 1: Rita or Smurf 1 (Impulsive, superficial thinker) -- Team 2: Jack or Smurf 2 (Traditional, superficial thinker) -- Team 3: Beth or Smurf 3 (Prudential practical reasoning) -- Team 4: Bob or Smurf 4 (Ethical/moral practical reasoning) Provide listening guide *How Are Decisions Made? for students to use in listening to and discussing the stories. In small groups and then in total group, compare the quality of the decision making processes used: -- What decision was made by each character? -- What facts and values, if any, did each consider as made decision? 1. What were the goals of each? 2. What was important and desirable to each? (values) 3. What situational factors did each consider? a. Personal factors of all people involved? b. Environmental factors affecting decision? -- What alternative action (to decision made) was considered? -- How did each make his/her decision? -- What was the basis for each individuals' decision? Compare the way each made his/her decision. How alike? different? -- Would other decisions might have been made if probably consequences had been considered. [NOTE: Example is based on *Should I Continue School?]

PROCESS SKILLS | CONCEPTS | STRATEGIES

Characteristics of practical reasoning
- Adequate, reliable information
- Critical thinking: sceptical, scrutinizing questioning
- Justifiable reasons
  - Adequate
  - Reliable
  - Morally defensible

Characteristics of prudential practical reasoning

Characteristics of moral practical reasoning

Summarize discussion in chart on chalkboard or transparency, e.g.

DECISION MAKERS	DECISION	FACTS AND VALUES CONSIDERED				BASIS FOR DECISION
		Values/Goals	Situational Factors	Alternatives	Consequences	
Rita	Quit school	---	Jack is handsome Mother will wonder where going	---	---	Whim or impulse Superficial thinking
Jack	Quit school	Goals: Forget school Not graduating	State marriage laws	---	---	On impulse, tradition, irrational thinking No consideration of alternatives, consequences, factors affecting decision and values, goals needs of those concerned
Beth	Continue school	Goals: Continue learning Be independent Continue formal education Values: Well-being of self	Changing world Lack of money	Branch college Technical school	Self-supporting job	Talked openly with others sharing feelings, meanings Considered facts and values: goals, values, situational factors, alternatives, and consequences of those concerned Based decision on situational and self-interest values/goals
Bob	Continue school	Goals: Marry Beth Full-time, well paying job Prepare for uncertainty of future Both self and wife educated; make world better place Values: Beth's future children's well-being; well-being of world	Possibility of children and their needs No full-time job Little Money Needing education to achieve goals	Data processing program College	Full-time job	Talking with reliable others, sharing feelings, meanings Considered facts and values: goals, values, situational factors, alternatives, consequences of those concerned Based decision on situation and well-being of self and others (ethical/moral) values

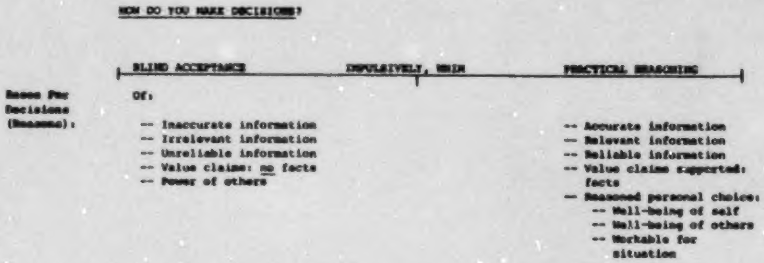
Summarize the characteristics of practical reasoning.

-- What are some decisions you have had to make?
-- What situations have you been in that you had to decide what to do?
-- How have you made your decision? (Even no verbal decision is a decision!)
  -- On impulse? whim?
  -- On what has been done before? habit? tradition?
  -- On facts and values? reasons? Did you use the practical reasoning process or parts of it?
-- How might you improve your practical problem solving skills?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Characteristics of self-interest values	Collect cartoons illustrating cartoon characters acting on prudential/self-centered and moral/ethical values. Mount cartoons reflecting prudential values on one poster and cartoons reflecting moral values on another poster. Work in groups to decide what each group of cartoons have in common. Summarize meanings of prudential and moral values. Create a bulletin board showing differences and labeling cartoons or other illustrations.
	Characteristics of ethical values	Prudential/Self-Interest Values (What is desirable for well-being of self; often short-term benefit) Moral/Ethical Values (What is desirable for well-being of others, now and in future) Role play: After School Snack (Developed by Mary Conover, Graduate Student, The Ohio State University) Situation 1: Sue/Mike's mother prepared a cake and left it on the kitchen table. Sue/Mike's mother usually left snack on kitchen table. When Sue/Mike came home, she/he cut a piece and ate it. Sue/Mike's mother arrived first as she/he finished the last delicious crumb. Discuss: -- How did each feel? What did each value? -- How did Sue/Mike make decisions? on impulse? habit? based on legitimate, i.e. logical, justifiable reasons? consideration of situational factors? -- Did she/he justify decision/action on self-centered or ethical values? Situation 2: Sue/Mike's mother prepared a cake for guests at a club meeting that evening. Sue/Mike knew about the meeting and that she planned to make a cake for the meeting. She/he cut a piece anyway because she/he was hungry. Sue/Mike's mother arrived just as she/he finished the last crumb.

PROCESS SKILLS	CONCEPTS	STRATEGIES

	Characteristics of ethical values (continued)	Discuss:
		-- How did each feel? What did each value?
		-- How did Sue/Mike make decisions? on impulse? habit? based on legitimate, i.e. logical, justifiable reasons? consideration of situational factors?
		-- Did she/he justify decision/action on self-centered or ethical values?
		-- If you were a mother, what values would you want your children to use as the basis of your decision to cut or not cut the cake?
		-- How might this problem be resolved for the well-being of all?
		Situation 3: Sue/Mike's mother baked a cake for a bake sale the next day. Only whole cakes would be sold. Sue/Mike knew their mother was to bake the cake for their younger brother to take to the sale. She/he cut a piece of cake and finished the last crumb as her/his mother arrived home.
		Discuss:
		-- How did each feel? What did each value?
		-- How did Sue/Mike make decisions? on impulse? habit? based on legitimate, i.e. logical, justifiable reasons? consideration of situational factors?
		-- Did she/he justify decision/action on self-centered or ethical values?
		Discuss:
		-- What are some decisions that have more long-term effects than cutting a cake without permission?
		-- What experience have you had where:
		    -- people made decisions that were in their best interests but not yours? your best interest? both?
		    -- you made decision affecting other people in your interests? theirs? both?
		    -- what were the consequences of these decisions?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Characteristics of ethical values (continued)	-- What values do you want others to base their decisions on? -- What values do you base your decisions on? What if everyone did that?
	Bases for decisions	Create a continuum on chalkboard or shelf-paper:  HOW DO YOU MAKE DECISIONS? BLIND ACCEPTANCE IMPULSIVELY, WHIM PRACTICAL REASONING Bases For Decisions (Reasons): Of: -- Inaccurate information -- Irrelevant information -- Unreliable information -- Value claims: no facts -- Power of others -- Accurate information -- Relevant information -- Reliable information -- Value claims supported: facts -- Reasoned personal choice: -- Well-being of self -- Well-being of others -- Workable for situation Give examples of ways you (or others) have made decisions based on each of the blind acceptance bases and the practical reasoning bases. Share the consequences of these decisions, such as: -- Inaccurate information: When and how girl gets pregnant---unwanted pregnancy -- Unreliable information: From a salesperson who wanted to sell cookware---expensive, unneeded cookware -- Power of others: Peers insisting on person drinking, driving---accident: death, disability Write three decisions you have made; bases for decisions and consequences.
	Characteristics of reliable sources	Discuss characteristics of reliable sources of information and characteristics of unreliable sources. Share examples; list on chart for future class reference:

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Characteristics of reliable sources (continued)	-- Experience and education in relevant area -- No conflict of interest or self-centered motive(s) -- Certification or licensing in area of expertise used, as required
	Reflection	Summarize understandings of the value of practical reasoning based on ethical/moral values. Encourage to generalize; for example: Practical reasoning, based on ethical/moral values, rather than impulsive, traditional or irrational decision making, is necessary if the best decision is made for the well-being of all concerned. Set goals for using practical reasoning, rather than impulsive or irrational thinking, in class, in FHA/HERO, and in everyday decisions. On chalkboard, transparency, or large poster, draw two ladders side by side: "The Decision Making Ladder" and "The Impact Process Ladder". Number rungs as indicated on *Ladders of Decisions. As a review, divide the class in half. Have one group list the steps of decision making and the other group list the impact process steps. Discuss similarities and differences. As a class, develop and list the thinking processes involved in practical reasoning that provides the "power" in good decision making and impact process, and add to the impact ladder. (See example *Ladders of Decisions) Keep a record for a week of decisions regarding "what to do" questions and how you made decisions. Share and discuss ways you can develop a "practical reasoning habit".

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SHOULD I CONTINUE SCHOOL?

FOUR DECISIONS

Time: Friday afternoon, one week before high school graduation and the end of school.

Characters: Four members of the junior and senior class - Jack, Rita, Bob, and Beth.

Scene 1: Jack and Rita have been dating for the last few months. They've had some fun times, but never talked of marrying. Jack seldom studies and hates school, he doesn't like to think things through carefully, often putting down the first thing that comes to mind. He has just been told he will not be able to graduate. He meets his girl friend, Rita, in the school parking lot. "Mr. Willard says I can't graduate next Friday because I failed geometry," he tells Rita, a junior honor roll student. Then he adds: "I'll drive you home."

"Ok," she replies. They are quiet for a while as they drive toward Rita's home, then Jack says: "Let's get married tomorrow!"

"Are you kidding? Do you mean it?" asked Rita. (She is excited that someone would ask her to marry, especially someone as handsome as Jack!)

"Sure I mean it," replied Jack. "We could go over to Illinois and get married. We can forget about school and graduation. Who needs to graduate anyway? Doesn't mean anything. My dad and grandfather never graduated from high school and they're o.k. We can do whatever we want next week. I've got $485 and we can really have us a honeymoon!"

"What will I tell Mother?" asks Rita.

"Just say we're going to get something to eat and see a movie."

Scene 2: Bob and Beth, graduating seniors, have been dating for two years, usually spending Saturday evening together. This Saturday is no exception. Bob suggests they go for a hike around the nearby lake before dark. They discuss again their plans to marry. "I wish we could marry this summer," he tells Beth. "Where would we live? How would we buy food? clothes? furniture? gas?" asks Beth. "I thought you wanted to take the data processing program at the technical school."

You're right, he answers. "I need a full-time job and we both need more education. We both need to be better prepared for whatever we'll face in the future. Mr. Willard says I'll do good at the technical school, or college, if I decide to go, but I'm feeling pretty scared right now, graduating and starting that in three weeks."

(Cont'd)

"You're afraid you won't be as successful at the technical school as you were in high school and you want to be more successful so you can find a good job after that," Beth responded, checking to see if she understood how he was feeling.

"Yeah," murmured Bob. "I want to be successful so we, and our kids (when we have them, and if we have them), will have the things we need, and I want to find ways of making our world a better place to live."

"I want to be the best person I can be, too," responded Beth: "We'll both need to keep learning and growing for the rest of our lives, if we're to keep up with the way our world is changing. Continuing my education at the branch (college) or technical school is important to me, and I want to know I can support myself and be independent for a while before we marry."

Post-Script: Jack and Rita were married that weekend, and lived with his parents. Jack had a series of jobs, none paying very well. Rita stayed at home and was very bored, unhappy, and surprised at what Jack was like as a person. She often wished she had finished school but Jack didn't want her to finish or to go to work. Six years later they were divorced and Rita returned to school.

Bob and Beth were married two years later after they finished their technical education programs.

* This is a true story, except the names and places have been changed.

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THE TALE OF THE FOUR SMURFS

Once upon a time, there were four young Smurfs. These young Smurfs lived in a mushroom home with Papa Smurf in Smurfdom where Gargamel, a big outsider, had come to live. The young Smurfs, and their parents and grandparents before them, had lived very happily and peacefully in their mushroom houses. Since Gargamel had come to live nearby, the Smurfs were all afraid Gargamel would capture them and harm them. He especially liked eating fresh mushrooms, especially beige and white mushrooms.

One day, Papa Smurf said, "You are growing up. It is time for you to have your own home." So the four young Smurfs started off to see what they would find to build a home with. Soon they saw a new white mushroom. The first Smurf said, "I'll make this mushroom my home." So the first Smurf set to work to cut windows and doors in the white mushroom. In a little while, the house was finished. "Some see my nice house," the first Smurf called to his Smurf friends.

The other Smurfs came and looked. "It's a very nice house," said the third Smurf, "but Gargamel loves white mushrooms!"

"Oh, I'll be all right," said the first Smurf who had made his home from the white mushroom. And he went inside to play Atari.

The other three Smurfs continued on down the street. Soon they saw a pretty beige mushroom.

The second Smurf exclaimed: "A mushroom just like Papa Smurf's house!" So she set to work to make her house look just like Papa's house. In no time at all, she had created herself a nice little beige home. "Come and see my nice house," she called to her Smurf friends.

"Your house is very nice," said the fourth Smurf brother, "but it's Gargamel's favorite kind of mushroom."

"Oh, but it's just like Papa Smurf's home, I'll be all right," said the second Smurf who had created a home from the beige mushroom. And she went to play Pac-Man.

The third and fourth Smurfs decided to build themselves a really safe house that Gargamel would not harm. So they went to the lumber yard and asked: "What can we build a house with?" The salesperson said, "Mushrooms, bark or pebbles?" "Which would make the safest house from Gargamel" asked the third Smurf. The salesperson replied, "The pebbles. Gargamel doesn't seem to bother those." "How long will it take to build a house from these materials and how much will each cost?" asked the Smurfs. After much discussion, including thinking deliberation, the Smurfs concluded that even though the pebble house would take longer to

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build and would cost more than houses created from mushrooms, the pebble house would be stronger and keep them safe from Gargamel.

So the third and fourth Smurfs collected some pebbles and set to work. The other two Smurfs came to watch their brothers work. "Why do you spend so much time building a house of pebbles?" they asked them. "If you had built one of mushrooms you would be finished already. Then you could come and play with us."

"Yes, but our pebble houses will be much safer," the third and fourth Smurfs said. "You'll see when Gargamel comes around."

The third Smurf went into his house and locked his door. The fourth Smurf was concerned about the safety of the other Smurfs in Smurfdom and went to town hall to discuss what could be done to keep all the Smurfs from harm, and even Gargamel.

While the fourth Smurf was gone, Gargamel came to look for mushrooms.

First he went to the white mushroom house that the first Smurf built. He picked the mushroom and the first little Smurf just managed to escape as the mushroom tipped over.

Next, Gargamel went to the beige mushroom house that the second Smurf built. He picked the large beige mushroom and passed on by the two pebble houses.

The first Smurf ran to get his sister who was playing Pac-Man and the other Smurfs. "Come quick!" he called. "Gargamel is destroying all our homes."

All the Smurfs ran down the street shouting, throwing rocks and whatever they could find. Finally Gargamel was surrounded by angry Smurfs.

The fourth Smurf and Papa Smurf, hearing the angry noise, arrived to ask: "What's going on?"

Gargamel is destroying all our homes!" cried the second Smurf. "Yes," added the first Smurf. "He destroyed both our new mushroom homes!"

"Then only two homes have been harmed?" asked the fourth Smurf. As they looked around this seemed to be true. "You're acting like humans again!" cried Papa Smurf in exasperation. "Gargamel, why did you take our homes?" asked the fourth Smurf.

"I didn't know they were homes," replied Gargamel. "I was just gathering mushrooms for my spring mushroom feast when you all started chasing me."

With many apologies, the Smurfs waved good-bye to Gargamel. "There's a group of mushrooms beneath the oak trees on the next hill," called the fourth Smurf as Gargamel rounded the Smurfdom curve, "but check for inhabitants before you pick this time!"

THE END

HOW ARE DECISIONS MADE?

(LISTENING/DISCUSSION GUIDE)

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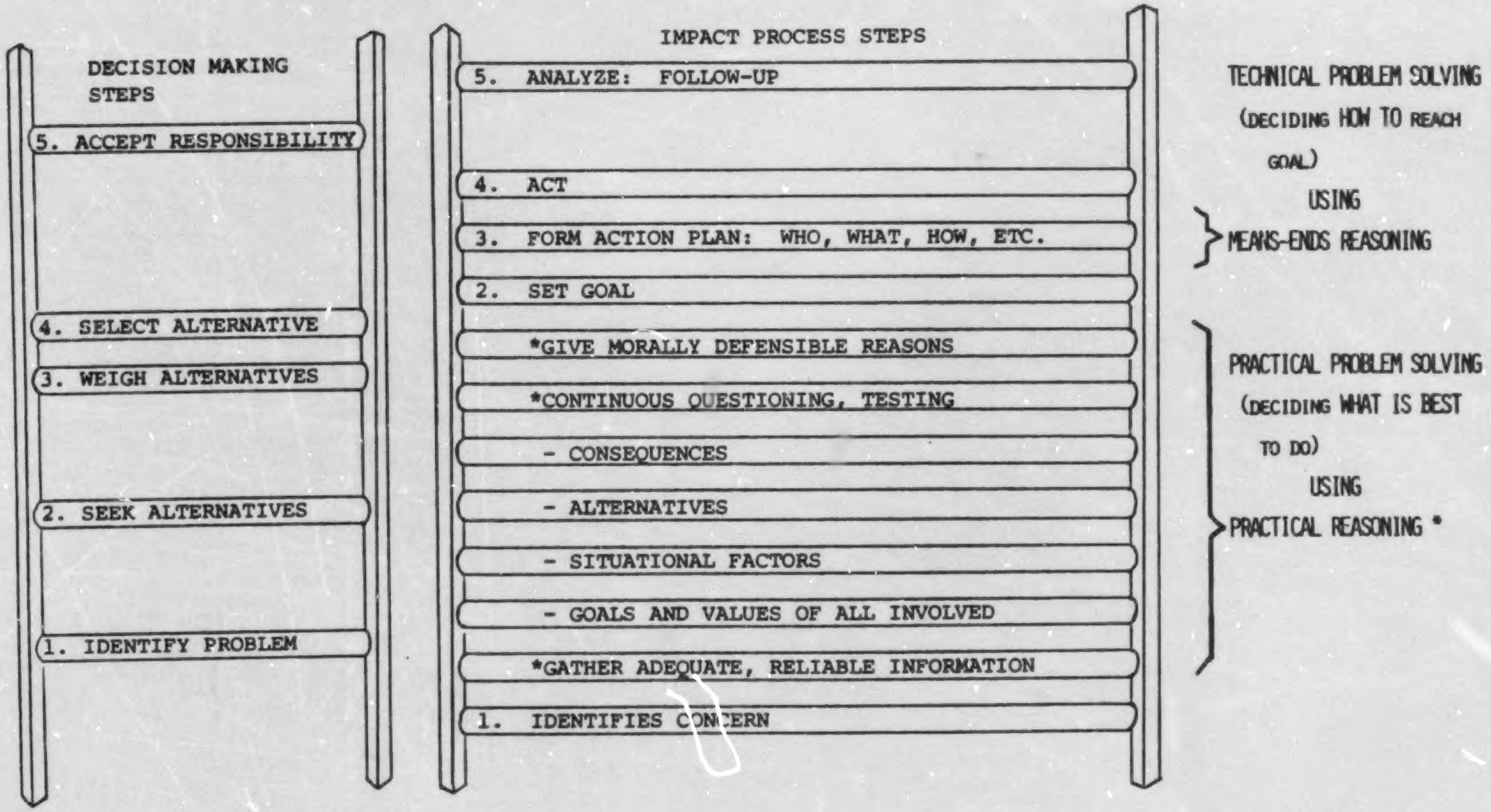
Directions: After listening to the story, summarize story details for each individual in story.

DECISION MAKERS	DECISION	FACTS AND VALUES CONSIDERED				Basis for Decision
		Values/Goals	Situational Factors	Alternatives	Consequences	

LADDERS OF DECISIONS



DECISION MAKING STEPS

5. ACCEPT RESPONSIBILITY
4. SELECT ALTERNATIVE
3. WEIGH ALTERNATIVES
2. SEEK ALTERNATIVES
1. IDENTIFY PROBLEM

IMPACT PROCESS STEPS

5. ANALYZE: FOLLOW-UP
4. ACT
3. FORM ACTION PLAN: WHO, WHAT, HOW, ETC.
2. SET GOAL
*GIVE MORALLY DEFENSIBLE REASONS
*CONTINUOUS QUESTIONING, TESTING
- CONSEQUENCES
- ALTERNATIVES
- SITUATIONAL FACTORS
- GOALS AND VALUES OF ALL INVOLVED
*GATHER ADEQUATE, RELIABLE INFORMATION
1. IDENTIFIES CONCERN

TECHNICAL PROBLEM SOLVING (DECIDING HOW TO REACH GOAL) USING MEANS-ENDS REASONING

PRACTICAL PROBLEM SOLVING (DECIDING WHAT IS BEST TO DO) USING PRACTICAL REASONING *

CONCEPT: PRACTICAL REASONING - "What's Best To Do?"

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Characteristics of controversy	Develop bulletin board, Controversy! What's best to do? Use video game graphics such as large yellow Pac-Man or Ms. Pac-Man ready to "eat" title made from white circles with black letters. Make a collage of newspaper articles, editorials, Dear Abby letters, and letters to the editor that reflect controversial issues facing families, individuals and/or community. Highlight the issue in yellow on each clipping. Over the clippings add the questions: -- Be impulsive? -- Follow others? -- Use habits, tradition? -- Use practical reasoning? In small groups, analyze the clippings and identify the controversial issues that are practical problems in families and communities such as: -- Should parents look for evidence of drugs in children's rooms? -- Should parents restrict children's TV viewing? -- Should individuals eat any diet suggested by the mass media, i.e. books, magazines, radio, television, etc. -- Should communities have laws restricting where people with special needs can live? (Elderly, developmentally delayed, ex-prisoners)
	Characteristics of practical problems	Discuss the meaning of controversy. Develop a list of the characteristics of controversy to use as a criteria for identifying controversial issues. Add criteria to bulletin board: -- Conflict or differences between ideas, information sources, conclusions, theories or opinions -- Occurs when many choices available -- Reflects differing values, i.e. of what is important or worthwhile

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Characteristics of practical problems (continued)	-- Requires decision making and action -- Consequences of actions uncertain -- Often are practical, "what to do", problems -- Requires practical reasoning for best decision for all concerned List practical/controversial problems students face every day at home; at school; at their work. Divide into four groups to be "Futurists": list practical problems you may face in 2 years; 5 years; 10 years; and 20 years. Share and discuss how to prepare for handling these problems. Why do we have so many controversial issues today? How should we solve these issues? -- Impulsively? -- By habit? -- As others solve them? -- By reasoning? Discuss meanings of each way of solving controversial issues. Use chalkboard/talk to explain components and skills involved in practical reasoning. See *Model of Practical Reasoning. In small groups, list the advantages and consequences of each problem solving approach. Create a reasons assembly chart with reasons for solving issues with each approach. Summarize small group discussions on chart titled "How Should We Solve Issues".

	Impulsively?	**Habit?**	**Like Others?**	**Reasoning?**
Advantages:				
Consequences:				

<table>
<tr><th>PROCESS SKILLS</th><th>CONCEPTS</th><th>STRATEGIES</th></tr>
<tr><td></td><td>Characteristics of practical problems (continued)</td><td>In small groups, compare playing video game such as Pac-Man or Ms. Pac-Man to making decisions in life. Summarize similarities and differences on chalkboard, transparency or chart.
<table><tr><th>Similarities</th><th>Differences</th></tr><tr><td>Sometimes make decisions impulsively or by habit with disastrous results.
Have to consider situational factors (Monsters, tunnel, etc. on Pac-Man), alternatives and consequences.
Often have to make split-second decisions with no time to think so must depend on "good" habits and knowledge developed earlier.</td><td>Life's problems are more complex.
In life, dealing with people who think, create, have values, goals, feelings, needs so much more unpredictable than Pac-Man characters.
In life, decisions can have more long-term effects on the people involved than decisions made playing Pac-Man.
Consequences of actions/decisions in life are not as predictable as when playing Pac-Man.</td></tr></table></td></tr>
<tr><td></td><td>Practical reasoning skills:
- Gather adequate, reliable information (Facts and values)
- Question and test bases for decisions
- Justify action with adequate, relevant, and morally defensible reasons
- Dialogue/collaborate with others to decide what's best to do</td><td>Compare the effects of practical reasoning in personal relationships and achieving goals to the "energizers" in the Pac-Man game or make analogy with other current interests or ideas.

Use *Energize....with Practical Reasoning checklist and discuss the meanings and necessity for each communication and thinking skill in practical reasoning. Plan to use practical reasoning process and skills throughout the course in examining practical problems. Plan to periodically reflect on progress in developing skills using the *Energize....with Practical Reasoning checklist.

Discuss:
-- How well do you think?
-- Do you accept whatever anyone tells you? as the truth? as fact?
-- Do you question? Do you make questioning a "thinking habit" of being sceptical? scrutinizing?
-- What does being sceptical mean? scrutinizing mean?
-- What animals act in scrutinizing ways? What occupation/profession requires workers/members to be scrutinizing? What do people who are scrutinizing do?</td></tr>
</table>

PROCESS SKILLS	CONCEPTS	STRATEGIES

Characteristics of
- Value principles
- Value claims
- Factual claims

Explain: Value principles can be a criteria to help us judge what is best to do. Value principles are value claims that can be supported by factual claims. In our country, we have basic social value principles to guide legal decisions and justify public policy affecting families and individuals.

Compare examples of value claims/alternative actions and facts or factual claims. Use activity sheet *Facts? or Value Claims?. Identify the characteristics of each and list on transparency, chart, or board.

CHARACTERISTICS

Value Claims	Facts or Factual Claims
1. Judgments about worth of something 2. Reflects desirability or undesirability of something 3. Includes value terms: -- Ought -- Should -- Worthwhile -- Best, Worse -- Desirable, Undesirable	1. Statements can be determined true or false by: -- Making sensory observations -- Being clear about meanings of words in statements

Basic social values

Interview judge or lawyer to identify the legal-ethical social values used to make and justify public policy and legal decisions affecting the family and individuals. Ask judge or lawyer to give examples of how evidence is collected to support value claims of each person in a legal dispute and how social values are used to decide what is best.

Discuss using these social value principles as basis for decisions in the family and personal relationships. In small groups, create a visual to illustrate how each social value can be applied in the home and family. Discuss why we should/should not use the value principles to decide what is best for individual family members and family as a whole.

-- Rule of law

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Basic social values (continued)	-- Equal protection under law -- Due process -- Justice; equal opportunity -- Preservation of peace and order -- Reason as means for dealing with conflict -- Personal liberty -- Separation of powers -- Local control of local problems
	Use of decision tests - Universal test - Role reversal test - New cases test	Discuss how families and individuals can create for themselves a chart of reasons to decide what is best to do. By collecting facts regarding probable consequences and contextual factors, controversial value issues can be reduced to a factual problem. Using these facts as evidence in support of each alternative, decisions can be made and tested to decide if ethically and morally justifiable. As a class, choose a controversial issue. Work in small groups as in a family and use practical reasoning skills to analyze facts and values. Use *Practical Reasoning Think-Sheet to decide what to do. Use decision tests for each alternative value claim. Decide which alternative is ethically justifiable using the decision tests. Compile information in a Reasons Assembly Chart.

Alternative actions (Value claims):

	Parents Restrict TV	No Restrictions on TV	Parents and Child Plan TV Watching
FACTS: Consequences			
Situational Factors			

VALUES to be considered:

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Use of decision tests - Universal test - Role reversal test - New cases test (continued)	Role play possible consequences of the alternative actions in the issue. Discuss: -- The feelings of those involved after each enactment -- The values of those involved -- The reasons for the alternative (value claim) Make a decision of what you should do regarding television viewing now for your own development and what you would do as a parent.

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A MODEL OF PRACTICAL REASONING

(A Plan for a Chalkboard/Talk and Suggested Diagram for Practical Reasoning)

Objective: To understand the components/skills involved in practical reasoning.

Generalization: Practical reasoning involves critical and creative thinking, communicating, and examining meanings and values in an atmosphere of trust and openness, interacting with action.

MESSAGE	ACTION
Practical reasoning, not impulsive or irrational thinking, is needed to decide what is best to do about practical problems affecting the well-being of self and others--especially those in our families.	(As talk and explain practical reasoning process, draw symbols to represent process on chalkboard, poster or transparencies. See example.)
Practical reasoning involves people communicating openly. As they communicate they also create a trusting atmosphere. (Describe this communication further. Discuss meanings of: -- Open communication -- Trusting environment -- What can be done to create an open environment)	In a semi-circle, draw 11 circles, squares, and other shapes to represent people--and their differences. Add hair and ties to illustrate differences. Connect the shapes with arrows to denote people interacting and communicating together with one longer arrow at the bottom of the semi-circle. Then write COMMUNICATE in the shapes as shown on following drawing.
In practical reasoning everyone interacts so the best decisions are made. The decision makers in families, individuals and communities seek the FACTS AND VALUES of those affected so the best decision can be made. The facts and values particularly needed to solve practical, "what to do" problems include:	Write FACTS AND VALUES in top of inside semi-circle.
-- Alternative actions to solve problem -- Probable consequences to actions -- Situational factors: personal and environmental -- Goals and values of all involved	Write ALTERNATIVES, CONSEQUENCES, SITUATIONAL FACTORS, -- PERSONAL -- ENVIRONMENTAL GOALS AND VALUES OF ALL inside circle as indicated.

Throughout this process of gathering and sharing facts and values, those who will be affected by the decision being made SHARE MEANINGS, QUESTION, SCRUTINIZE, and NEGOTIATE DIFFERENCES.

(Discuss what these terms mean)

Gathering facts, values and clarifying meanings, sometimes involves reading, talking to people, investigating and comparing with people at work, at home and in the community.

(Give examples of how this works in families, organizations, community)

After adequate information is collected the situational factors and values and goals can be used as the CRITERIA to evaluate the alternative actions.

The potential decisions or alternative actions can be tested to determine if they are ethically justifiable. For example, we can ask ourselves:

1. What would happen if everyone made this choice? this decision? This is called the UNIVERSAL TEST.
2. How would I like to be the person affected by this decision? How would I feel? Would I want this action to be taken? This is the ROLE REVERSAL TEST.
3. In a similar situation, would this choice/action still be best? (NEW CASES TEST)

These communication and thinking skills are constantly interacting with our ACTIONS.

Most often we are not conscious of our processing all the information needed (possible alternatives, consequences, situational factors and values) to make the best decision as we act.

This interaction and intertwining of thinking, communicating and action comprises practical reasoning. Becoming skilled in using these processes can help us all make decisions we can be proud of--now and in the future.

On the top and bottom of a longer arrow between the shapes representing people at the bottom of the semi-circle, write SHARE MEANINGS and NEGOTIATE DIFFERENCES as shown on the diagram.

Bracket "situation and values/goals and write CRITERIA as shown on diagram.

Write TEST DECISION on the diagram as shown.

Write UNIVERSAL under TEST DECISION.

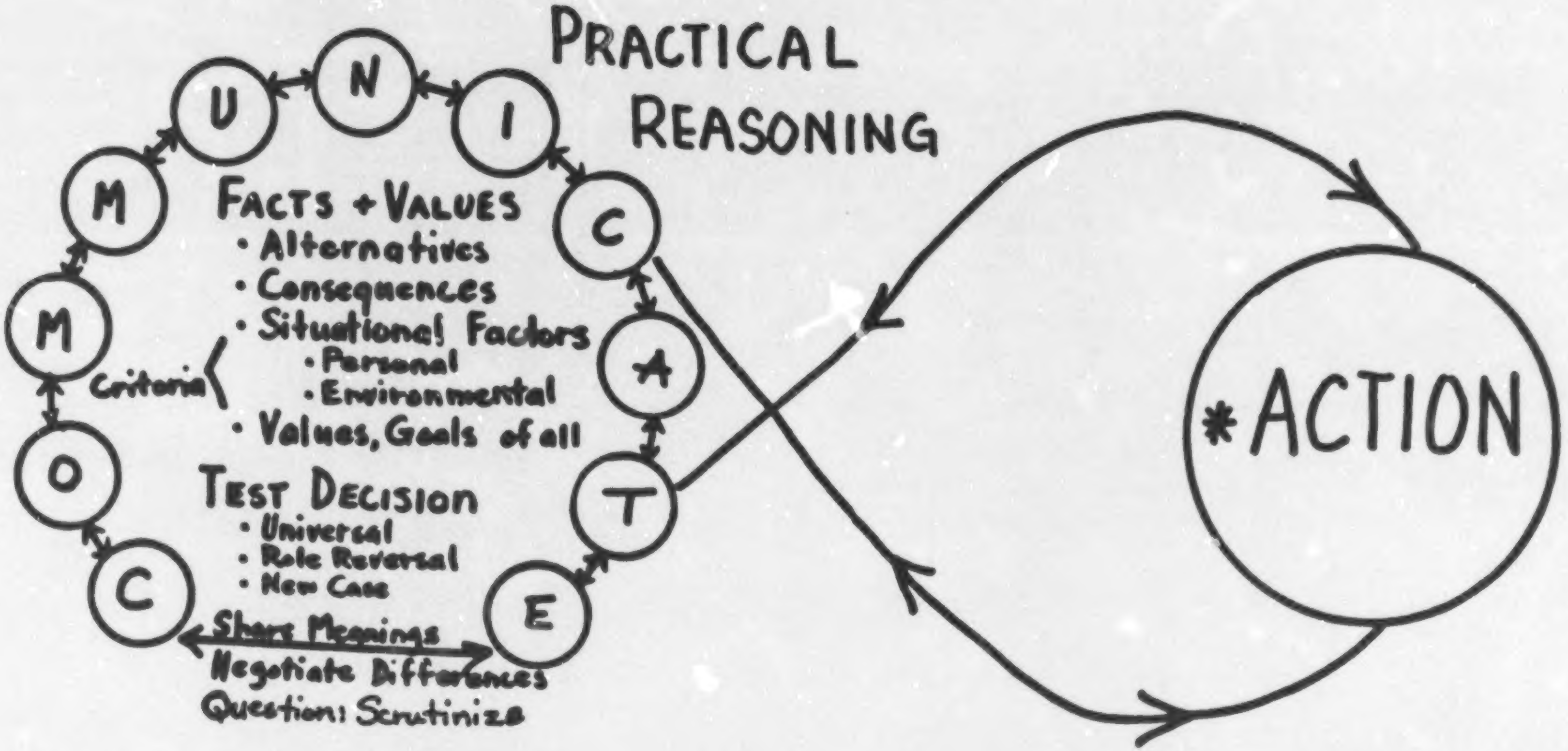
Write ROLE REVERSAL under UNIVERSAL.

Write NEW CASES under ROLE REVERSAL.

Draw continuous interaction of people with their information and this action. (See diagram. Write in ACTION.)

Write PRACTICAL REASONING on diagram.

0.01


PRACTICAL
REASONING
C
O
M
M
U
N
I
C
A
T
E
FACTS + VALUES
• Alternatives
• Consequences
• Situational Factors
• Personal
• Environmental
Criteria
• Values, Goals of all
TEST DECISION
• Universal
• Role Reversal
• New Case
Share Meanings
Negotiate Differences
Question: Scrutinize
*ACTION

ENERGIZE ....WITH PRACTICAL REASONING!

Decisions! Decisions! How you make decisions or help others make decisions can make a difference in the well-being of you and others.

The four "ENERGIZERS" of practical reasoning can help you make the best decisions and take the best action.

CHECK (✓) YOURSELF!

DO YOU:

① Gather adequate, reliable information to help make your decisions? From reliable sources?

- _____a. Goals and values of those involved?
- _____b. Situational factors?
  - ____1) Personal factors of all involved? For example:
    - ____a) Resources: skills, knowledge, money, etc.?
    - ____b) Developmental needs?
  - ____2) Environmental factors? For example:
    - ____a) Laws: national, state, local, family?
    - ____b) Governmental agencies, institutions?
    - ____c) Economic resources?
    - ____d) Social relationships?
    - ____e) Cultural factors: mores, taboos, social values?
- _____c. Alternative action or choices?
- _____d. Consequences of action or choices?

② Question, test: using careful scrutinizing thinking, about what is best or ought to be done?

- _____a. What facts do I have/need to support my possible action? value claims? Am I only supporting my decision/possible action with value claims that have no factual basis?
- _____b. Is my source(s) of information reliable?
- _____c. Do I have enough relevant information to justify my decision?
- _____d. Do my reasons support or refute my conclusion/decision?
- _____e. Will this be a workable choice of action, considering my personal and environmental factors in this situation?
- _____f. Is this choice of action morally defensible?
  1) What would happen if everyone made this choice?
  2) How would I like to be the person affected by this decision?
  3) In a similar or different situation, would this choice be best?

③ Justify decision/choice of action with adequate and reliable reasons?

- _____a. Reflects adequate information to support/refute decision?
- _____b. Uses reliable information and sources for the situation?
- _____c. Shows consideration for the well-being of people involved?

④ Dialogue or collaborate with others to decide what is best to do?

- _____a. Listen and ask questions to understand reasons behind position?
- _____b Compare meanings, ideas?
- _____c. Openly, clearly share ideas and feelings?
- _____d Support others, recognizing feelings, strengths?
- _____e Cooperate and expect others to cooperate?
- _____f. Ask questions to gain and clarify meanings?
- _____g. Negotiate to create alternative action for well-being of all?

MAKE PRACTICAL REASONING A THINKING HABIT !

ASK... Practical Reasoning Questions!

ADEQUATE, RELIABLE INFORMATION? RELIABLE SOURCE?

- GOALS, VALUES OF ALL CONCERNED?
- PERSONAL AND ENVIRONMENTAL FACTS?
- ALTERNATIVE CHOICES?
- CONSEQUENCES?

VALUE CLAIMS...WITH NO FACTS TO SUPPORT?

WORKABLE ALTERNATIVE CHOICE?

MORALLY DEFENSIBLE DECISION?

- BEST FOR MY WELL-BEING AND OTHERS' WELL-BEING?
  - FOR NOW, AND IN THE FUTURE?
- WHAT IF:
  - EVERYONE DID THIS?
  - I WERE OTHER PERSON(S) INVOLVED? AFFECTED?
  - MY SITUATION CHANGED?

FACTS? OR VALUE CLAIMS? *

* *Adapted from Hultgren, F. and Goosens-Conlon, M. with Shear, T.* *What to do Regarding the Parenthood Decision?* *University Park, Penn.: The Pennsylvania State University, 1981.*

DIRECTIONS: Compare the examples of statements below. Write a V for Value Claim and a F for Fact or Factual Claim in the blanks at the left. Describe the characteristics of Value Claims and Factual Claims in the chart at the bottom of the page.

____1. People should not be allowed to marry before age 18.

____2. The age for marriage without parental consent in many states is 18.

____3. People should be allowed to marry before age 18.

____4. Everyone ought to eat an adequate balanced diet.

____5. Eating a nutritious diet is unimportant, not worthwhile.

____6. Optimum health requires a balanced diet of carbohydrates, fats, protein, vitamins, minerals, and water.

____7. Anything that eases distress and anxiety ought to be undertaken.

____8. Alcoholic drinks give a false sense of easing distress and anxiety and actually increase distress and anxiety in many instances.

____9. We should help others deal with distress.

SUMMARIZE THE CHARACTERISTICS:

VALUE CLAIMS	FACTS OR FACTUAL CLAIMS

KEY: VC = 1, 3, 4, 5, 7, 9
FC = 2, 6, 8

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PRACTICAL REASONING THINK-SHEET *

NAME________________________
PERIOD________________________
GROUP________________________

** Developed by Heather Boggs and Sue Saravalli, Springfield South H.S., and Janet F. Laster, The Ohio State University*

STEP 1: IDENTIFY THE PROBLEM (Ask yourself some questions on the topic)

STEP 2: SUGGEST POSSIBLE SOLUTIONS AND CONSEQUENCES

SOLUTIONS	CONSEQUENCES
1.	1a.
	b.
2.	2a.
	b.
3.	3a.
	b.
4.	4a.
	b.

STEP 3: IDENTIFY AND EXAMINE PERSONAL AND ENVIRONMENTAL FACTORS

IDENTIFY VALUES	IDENTIFY GOALS	IDENTIFY SITUATIONAL FACTORS

STEP 4: DECIDE ON ONE SOLUTION FROM STEP 2 and JUSTIFY YOUR DECISION with adequate and reliable reasons

SOLUTION	REASONS THIS SOLUTION WAS CHOSEN

STEP 5: REFLECTION AND EVALUATION (Is this solution a good one?)

Ask yourself...these questions throughout your decision-making process

1. Do I have facts to support my decision?
2. Are my sources of information reliable? Explain why.
3. Do I have enough relevant information to justify my decision?
4. Will the consequences of my solution/action be for the well-being of myself and others?
   a. What if everyone acted in this way or selected this solution?
   b. If I were the people around me, how would I feel about this solution/action?
   c. Would I do this same thing in a new or another situation? Why or why not?
5. How can I better prepare myself for this or a similar situation again?

CONCEPT: VALUES - "Why I Am What I Am"

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Definition and identification of values	What comes to your mind when you hear the word "value"?
		In small groups, study magazine/newspaper advertisements which are aimed at teenagers. What values are communicated in the ads? Make a poster with the ads labeled by values. Post on bulletin board. Consider values which are not often portrayed in advertisements (frugality, satisfaction with what we have, voluntary simplicity). List all of the values on the board.
		Listen to current popular records. Classify values portrayed in the lyrics. Add to the list on the board.
		Individually rank order the values written on the board in order of what is important to you. Would this order have been different five years ago? Do you think it will be the same five years from now?
	Effect of values on actions	Our values guide our behavior. In small groups, share answers to the question: Why did you choose what you are wearing today?
		Some teenagers who have been in trouble (shoplifting, vandalism) or experienced an unwanted pregnancy say that their values were mixed up. What do you think they mean by that?
		Describe situations in which people have jeopardized or sacrificed their lives for values. Collect news clippings depicting acts of heroism.
		Using references, write definitions for the word "value". Combine these into an accepted class definition. Compare this definition to these statements about values: -- what is worthwhile -- what is important -- gives direction to life -- basis of human motivation -- essential to choosing goals -- what one lives by

CONCEPT: VALUES - "Why I Do What I Do"

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Types of values	Review information sheet *Types of Values. Clarify definitions. In eight small groups, each group choose one type of value. Using references add additional adjectives or descriptive words for that value. Classify these statements about foods into types of values which are dominant. Explain reasons for classification. -- Children should always clean their plate. (health-economic) -- I like to eat. (prudential) -- I try to get adequate vitamin C every day. (health) -- I always observe food rules during Lent. (religion) -- Cooking at home is cheaper than going out to a restaurant. (economic) -- Home cooking is much more appetizing than restaurant food. (aesthetic) -- I brought in cans of food when we had a drive to stock our community food pantry. (moral) -- I will not eat in a restaurant that looks dirty. (environmental-safety) [Note: There may be additional values depending on meanings which students give each statement. Be sure to have them clarify meanings as well as values.]
	Awareness of values underlying home economics content	List reasons why each of the perennial problems is important to study. What values are indicated in the reasons? [Note: Select only those perennial problems which the class will be studying.] [Note: In home visits before school starts you may ask parents what they believe is important to teach in home economics. You may compile this and give to students, asking them why parents responded as they did.]

TYPES OF VALUES
(POINTS OF VIEW FROM WHICH VALUE JUDGMENTS CAN BE MADE)*

AESTHETIC -	Concerned with appearance, beauty Positive Value Terms: pretty, exquisite, elegant
ECONOMICS -	Concerned with control, cost, efficiency Positive Value Terms: useful, efficient, functional, practical
ENVIRONMENTAL -	Concerned with state of environment Positive Value Terms: clean, sanitary, non-polluting
HEALTH & SAFETY -	Concerned with physical well-being of individual Positive Value Terms: safe, healthy, wellness
INTELLECTUAL -	Concerned with reasoning Positive Value Terms: scientific, rational, true, valid, reliable, logical
MORAL -	Concerned with well-being of other people Positive Value Terms: just, fair, ethical, right
PRUDENTIAL -	Concerned with one's own interests Positive Value Terms: smart, wise, shrewd, clever
RELIGIOUS -	Concerned with following religious doctrine Positive Value Terms: godly, sinless, pious, devout

* Refers to kind of value judgment being made, or the kind of reasons and value principles needed to justify judgment.

Source: Teacher's Manual, The Elderly. Association for Values Education and Research, Reasoning Series, Ontario Institute for Studies in Education, 1978.

CONCEPT: MANAGEMENT - "Getting It Together"

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Definition of management	What comes to your mind when you hear the word "management"? Develop a class definition. Compare it to these statements about management: -- Using resources to reach goals -- Using what you have to get what you want -- Involves decision-making
	Definition and classification of goals	Write something you wanted to accomplish today; something you would like to be doing five years from today. What values are represented in the goals? As a class, develop a definition of goals. Distinguish between short term and long term goals.
	Definition and classification of resources	Resources are the means or what we use to meet our goals. They are limited. Most resources can be classified as material or human. List resources in each category (Material - money, equipment, food, property, material goods, community facilities; Human - time, energy, knowledge, skills, cultural heritage, interests, faith, friends). Individually list your top three material and top three human resources to determine your own "personal wealth".
	Definition and application of the decision-making process	Review the *FHA/HERO Impact Planning Process to illustrate decision-making. [Note that the practical reasoning process stresses critically examining, evaluating, and decision testing.] An FHA chapter was using the Impact planning process to plan for FHA/HERO week. They decided the following. Arrange in sequence and add the Impact symbols for each step. -- Each of the activities was carried out. -- What to do for FHA/HERO week. -- Decided to put banner in school cafeteria, do display case, and have a special activity each day of FHA/HERO week.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Definition and application of the decision-making process (continued)	-- Brainstormed ideas of activities for FHA/HERO week. -- Appointed seven committees to plan each of the five days and two displays. -- Chairperson of each committee prepared a written evaluation of the event and suggestions for another year. In small groups, write and perform skits or make posters showing examples of management and mismanagement. Suggestions: -- Student ready for school on time vs. late -- Student with clean locker vs. messy locker -- Student with homework vs. not done For each skit or poster, answer the following questions: What evidence was there of goal setting? resource use? steps in the decision-making process? Make summary statements about good and poor managers. Evaluate the statements using these criteria. -- Were the ends achieved? -- Were resources used effectively? -- Were all resources tapped? -- Were the goals realistic? -- Were new and creative alternatives considered? -- Were goals based upon values?

FHA/HERO IMPACT PLANNING PROCESS

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IN-DEPTH PROJECT PLANNING WORKSHEET

Identify Concerns	**Brainstorm all the ways your chapter might work on this concern.**
Set a Goal	**Set a project goal by deciding which of your "brainstorms" are practical "do-able." Write it down.**
Form a Plan	**Organize the plan by deciding the . . . Who: What; When: Where: How:**
Act on Plan	
Follow-up	**What did you learn that will benefit another project?**

CONCEPT: MANAGEMENT - "Making It Happen"

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Clarification of the management process	Review the steps in the FHA/HERO Impact planning process. Describe or give examples of each step. Compare the FHA/HERO Impact planning process and practical reasoning. What additional processes are stressed in practical reasoning? (Critically examining, evaluating, decision testing)
	Analysis of personal goals and resources related to study in home economics	For each of the perennial problems, list personal goals, short term and long term, and skills to be acquired. List skills which you already have in each of these problem areas. Note that these are human resources. [Note: Select only those perennial problems which the class will be studying.]
	Analysis of the management process in daily living situations	In small groups, develop short case studies for each of these situations. Indicate the alternatives that were considered in deciding what to do. -- Teenage boy preparing breakfast before school -- Single mother of three preschoolers buying groceries after working as a waitress all day -- Single girl, a computer operator, who just rented her first apartment and is trying to furnish it -- Family with three teenagers and one car; each teen is in a different school activity requiring after school practice Note that these are contextual or situational factors which affect the decision. Each small group share case study with total class. As a class analyze, answering these questions: -- What human and material resources were available? were limited?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Analysis of the management process in daily living situations (continued)	-- What goals were evident? Were they realistic? -- What values were portrayed in the decision-making? -- What steps were evident in the decision-making process? -- What other alternatives might have been considered? -- Were the consequences of each alternative analyzed? -- Was there consideration of the effects of the decision on others?

CONCEPT: INTERPERSONAL/COMMUNICATIVE SKILLS - "Is Anybody Listening?"

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Awareness of how self concept is affected by significant others	Self concept is composed of your beliefs and attitudes about yourself. It is how you see yourself. Name the types of people who affect your self concept. Describe how this influence varies throughout the life cycle. On the board in four columns list: -- What others do that make us feel less positive about ourselves. -- What others say that make us feel less positive about ourselves. -- What others do that make us feel good about ourselves. -- What others say that make us feel good about ourselves.
	Expressing feelings	Using resources, develop a chart labeling feelings. Under each of the categories list feelings. Categories: Happy, sad, angry, scared, confused, strong, weak. (Refer to *Feeling Word List). Find pictures which portray the feeling categories and label. Describe ways in which your feelings affect others - your friends, teachers, family. In small groups, write a story about a student who started the morning feeling good about himself/herself but as the day progressed events happened that lessened this feeling. Each group draw a picture of their person. Share the story with the total class. Each time something happens to diminish self concept, rip off a portion of the paper. Analyze which verbal and non-verbal communications enhanced and which diminished self concept.
	Demonstration of non-verbal communication	In pairs, give an envelope containing *Crazy T Puzzle. Using only non-verbal cues, work together to solve the puzzle. Reflect upon the effectiveness of non-verbal communication. In pairs, take turns communicating non-verbally. (Anger, happiness, approval, sadness, fear, concern-empathy, disapproval)

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Demonstration of non-verbal communication (continued)	Keep a log of non-verbal communication which you observe in school and at home for one day. Share in class. Reflect upon importance of non-verbal communication. Brainstorm "killer" statements -- those phrases that make us angry and kill opportunities for better communication ("Can't you ever do anything right?").
	Demonstration and evaluation of effective communication	In small groups, write two vignettes of a family discussing the events of the day together. One vignette should reflect effective communication skills and the other poor communication. Share with the total class. From the stories, as a class, compose a list of effective and poor communicative skills.
		In small groups (preferably the same number that will work in a kitchen unit together), role play situations in *Food Laboratory Situations. Use both good and poor communication skills. One person be observer and analyze in terms of which communications (verbal and non-verbal) were effective in solving the problem and which were not. Add to list composed for family discussion vignettes in previous activity.
	Application of learnings in values, management, interpersonal/communicative skills to problem situation	In small groups or as a class, reach a consensus about the most critical problem which most of your peers face. Why is it a problem? What causes it? What could you do about it? How could it be helped by: -- analyzing values? -- using interpersonal/communicative skills? -- using management skills?

FEELING WORD LIST

HAPPY

alive
amused
anxious
calm
cheerful
content
delighted
ecstatic
excited
fantastic
fine
fortunate
friendly
glad
good
great
hopeful
loving
motherly
optimistic
peaceful
pleased
proud
relaxed
relieved
satisfied
thankful
thrilled
turned on
up
warm
wonderful

SAD

angry
apathetic
awful
bad
blue
crushed
depressed
disappointed
dissatisfied
disturbed
down
embarrassed
gloomy
glum
hate
hopeless
hurt
lonely
lost
low
miserable
painful
sorry
terrible
turned off
uneasy
unhappy
unloved
upset

ANGRY

aggravated
annoyed
burned up
critical
disgusted
enraged
envious
fed up
frustrated
furious
impatient
irritated
mad
mean
outraged
rage
resentful
sore

CONFUSED

anxious
awkward
baffled
bothered
crazy
dazed
depressed
disorganized
disoriented
distracted
disturbed
embarrassed
frustrated
helpless
hopeless
lost
mixed up
panicky
paralyzed
puzzled
stuck
surprised
trapped
troubled
uncertain
uncomfortable
unsure
upset
weak

SCARED

afraid
anxious
awed
chicken
confused
fearful
frightened
horrified
insecure
intimidated
jumpy
lonely
nervous
panicky (ed)
shaky
shy
stunned
tense
terrified
threatened
timid
uneasy
unsure
worried

WEAK

ashamed
bored
confused
defenseless
discouraged
embarrassed
exhausted
fragile
frail
frustrated
guilty
helpless
horrible
ill
impotent
inadequate
insecure
lifeless
lost
overwhelmed
powerless
quiet
run-down
shaky
shy
sick
timid
tired
unsure
useless
vulnerable
wish-washy
worn out

STRONG

active
aggressive
alert
angry
bold
brave
capable
confident
determined
energetic
happy
hate
healthy
intense
loud
love
mean
open
positive
potent
powerful
quick
rage
secure
solid
super
tough

Source: Carkhuff, R.; R. Pierce; J. Cannon. The Art of Helping IV. Amherst: Human Resource Development Press, 1980.

CRAZY T PUZZLE

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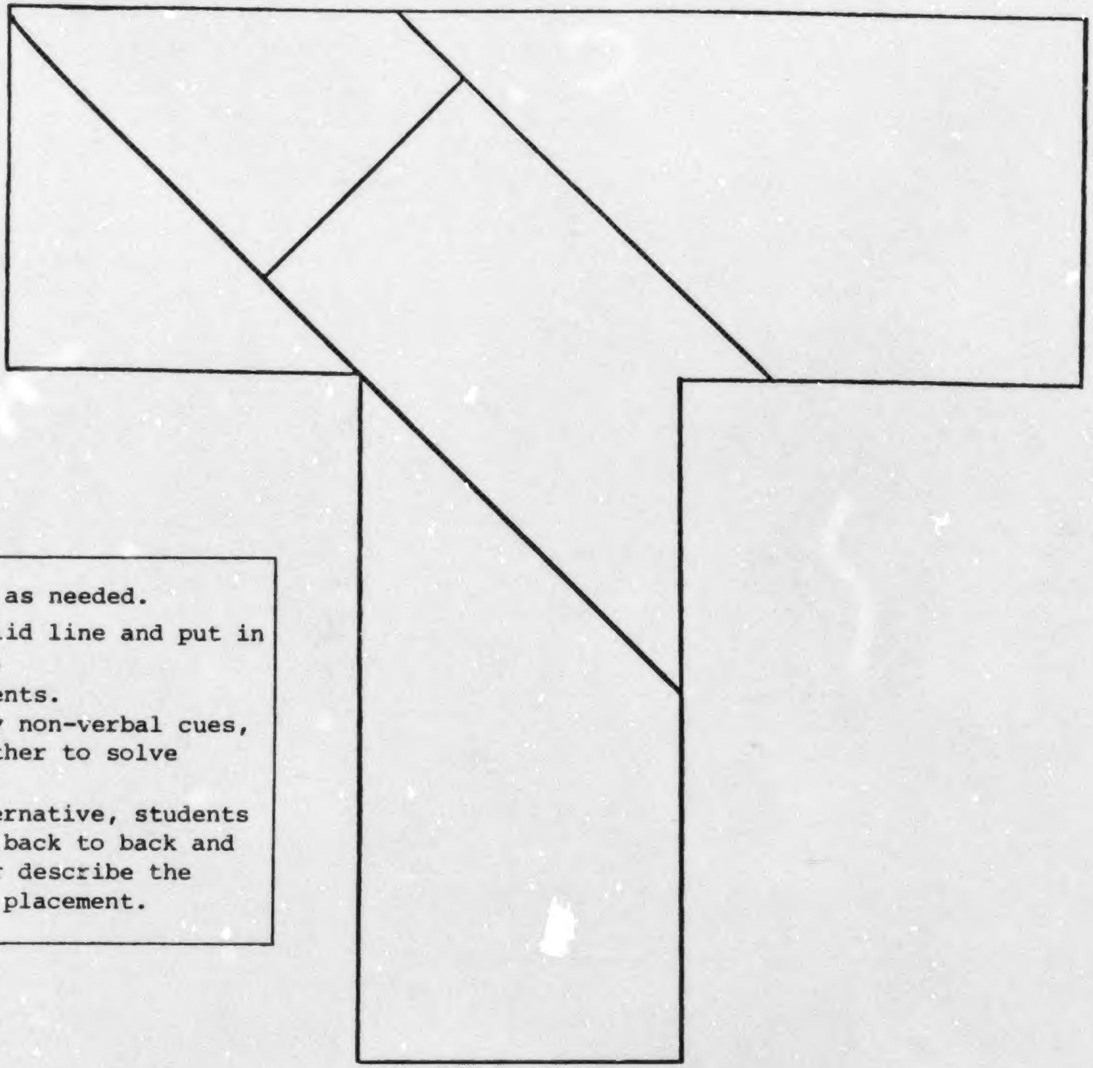

1. Duplicate as needed.
2. Cut on solid line and put in envelopes.
3. Pair students.
4. Using only non-verbal cues, work together to solve problems.
5. As an alternative, students could sit back to back and the sender describe the piece and placement.

FOODS LABORATORY SIMULATIONS

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Teachers can use the following foods laboratory simulations to encourage students to discuss interpersonal relationships and the importance of effective communication.

1. The teacher assigns to students in each kitchen certain parts of the foods laboratory to clean. Kitchen One has been assigned the two refrigerators. Mary and Joe are going to clean one refrigerator; Tom and Barbara will clean the other. Soon after they start cleaning, Tom tells the teacher that he has to go to the gym because he forgot to talk to the coach about something important regarding tonight's football game. The teacher gives Tom a pass, and Tom does not return. Barbara is left to clean the refrigerator alone. What should she do?

2. As a practical evaluation, students in Kitchen Four are going to plan and prepare a meal for two guests. Mary and Joan want to invite students, but Anthony and Rita want to invite teachers. After much argument, they can't decide what to do. How would you resolve this conflict?

3. The students in Kitchen Three include Jean, a senior who has taken one year of foods classes; May and Peter, sophomores; and Steven, a junior. The last three students have not had previous experience with food preparation. For the past several weeks Jean has made out market orders and work plans and supervised the food preparation. This usually resulted in Jean doing most of the work and the others talking and eating. Jean never cleans up the kitchen, but the other three do a good job. How can the students solve this problem?

4. May drops out of school and another senior, John, is assigned to Kitchen Three in May's place. John immediately decides that Jean is too bossy. He says he won't do the dishes. Is he right to say he won't do what Jean says? Do you feel Jean should be the boss? How do you feel the situation could be resolved?

5. The students in Kitchen Four have been making macaroni and cheese. Richard's assigned task was to wash the dishes. The students were slow today, and Richard was doing the dishes when the class period ended. He left things where they were. If the kitchen is not left in a clean condition, all members of the unit will receive an F for the day. How do you think the others will feel? Should Richard have left the dishes even though he was not finished? How can this situation be resolved? Is the teacher being fair in giving everyone an F?

6. Students in Kitchen Two have to plan, prepare, and serve a luncheon, spending only a very limited amount of money. Andria wants a tuna salad with onions and pickles. Jill will not eat onions. Eric thinks tuna salad is bad. Because he won't eat tuna salad anyway, he questions why he should help prepare it. Tony says anything will be fine. How will they decide what to make? Should they be given a choice? How can this situation be resolved?

Source: Instructional Patterns for Maximizing Human Potential. California State Dept. of Education.

CONCEPT: INTERPERSONAL/COMMUNICATIVE SKILLS - "Do Ya Copy?"

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Recognition of the importance of interpersonal/communicative skills in family and work life	Use resources to prepare for class discussion on the following topics: -- Most families argue over money because... -- Parent-teenager conflicts are inevitable because... -- Most divorces are caused by breakdown in communication because... -- Most people lose their jobs because of inability to get along with others rather than lack of job skills because... Prepare a summary generalization about the role of interpersonal and communication skills in our family and work lives.
	Identification of effective verbal and non-verbal communication skills	Individually respond to these statements. Discuss in small groups, then share in class. Indicate whether you agree or disagree with the statement and why. -- Talking to someone and communicating are the same thing. -- To communicate well, one has to be an observer. -- Less communication is occurring when a person is quiet than when a person is talking. -- Words are the most common method of communicating. -- The best listener asks questions. -- Words don't have meanings; only people have meanings. -- Hearing isn't listening. -- You can't not communicate. -- When someone is talking to you, it is only common sense that you let him or her finish the conversation before you ask questions. -- Communication means sharing. Use resources to develop a list of communication skills. Define and give examples of each. -- Acceptance of the person and his/her ideas.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Identification of effective verbal and non-verbal communication skills (continued)	-- Sensitivity to new or differing ideas. -- Openness to new or differing ideas. -- Active listening, including restating messages. -- Open questioning that invites a person to talk. Develop a list on the board of non-verbal behaviors. Analyze what each conveys. Collect advertisements with people portrayed. Analyze what their clothing, facial expression, hands and posture convey. Label and make a collage. Post on bulletin board. List barriers to communication. Demonstrate or give examples of each.
	Demonstration of effective communication skills	In groups of three, role play the following situations. Each student assume role of adult, teenager, and observer. Using list of communication skills and barriers, observer is to record evidence of effective and poor communication. Rotate roles each time. -- Case 1 - Phil wants use of car for date. Parent says he wasn't home on time last time and he isn't earning any money to pay for the gas. -- Case 2 - Teacher chastized Susan because she didn't turn in her homework on time. Susan said she was called in to work an extra shift at a local restaurant and she was afraid she would lose her job if she didn't agree to work. -- Case 3 - Amy is engaged in argument with co-worker at local fast food restaurant. They were both assigned to clean the grill. The co-worker says it's clean enough. Amy doesn't think so. Share observer's comments with total class. Summarize the types of communication which were helpful toward resolving the conflict and which were not.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Identification and demonstration of interpersonal skills	Positive interpersonal relationships require adequate self control of undesirable behaviors. Brainstorm for each of the following causes and cures for the behavior. -- Yelling -- Fighting -- Jealousy -- Destructiveness -- Rudeness -- Lying -- Selfishness In pairs, use resources to define and explain how the following may be interpersonal skills. Write or role play a short skit to demonstrate these ways of relating to others. -- Empathy -- Courtesy -- Kindness -- Friendliness -- Cheerfulness -- Cooperativeness -- Caring -- Respect -- Tolerance -- Honesty -- Personal Conscience As each situation is portrayed, develop a chart with the name of the skill, its definition, and ways in which it may be demonstrated. Imagine you are going to be alone with friends on a camping trip for three months. Rank order the ten most important interpersonal skills which you want these friends to have. Justify each. Most friends share joy. For each of these "good news" statements, give a positive and a negative response. For each response, share how you feel. -- I just made the honor roll. -- I made cheerleader. -- I just got the job at the new restaurant. -- I made the winning basket at the game.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Commitment to others	Effective interpersonal relationships require more than social skills; it requires commitment to give and share of self. Most people have a need to have "someone there for them" to share problems, good news, dreams, and hopes. In small groups, share times when someone was there for you and what it meant to you.
	Application of learnings in values, management, interpersonal/ communicative skills to problem situation	In small groups or as a class, reach a consensus about the most critical problem which most of your peers face. Why is it a problem? What causes it? What could you do about it? How could it be helped by: -- analyzing values? -- using interpersonal/communicative skills? -- using management skills?

FHA/HERO

OVERVIEW OF THE FHA/HERO MODULE

Integration of the activities of the Future Homemakers of America chapter into home economics programs has been a goal of the organization since its inception. The degree to which this goal has been met has varied, depending upon the knowledge and skill of the advisor and the enthusiasm of the students.

Today, with crowded school schedules, many students employed after school, and difficulty with transportation for many others, it has become imperative to consider providing FHA/HERO experiences through classroom activities. In this way, all students benefit from the personal growth and leadership experience provided through FHA/HERO activities.

Teachers have found, however, they need assistance in organizing the FHA/HERO chapter as part of classroom instruction. This module assists in meeting this need.

The FHA/HERO module is divided into five sections.

- Rationale: FHA/HERO, A Part of the Instructional Program (p. 74)

  The basic philosophy of vocational student organization as a part of the instructional program is supported.

- Student Introductory FHA/HERO Module (p. 75)

  The Student Introductory FHA/HERO Module is designed to teach a short unit on FHA/HERO to Home Economics I, II or a Comprehensive Independent Living Class.

- FHA/HERO Skill Matrix (p. 86)

  This FHA/HERO Skill Matrix contains examples of student concerns related to home economics content areas using FHA/HERO activities.

- Classroom Management of FHA/HERO: A Case Study (p. 89)

  Classroom management of FHA/HERO is an example of how one teacher manages FHA/HERO in the classroom as a part of the instructional program. It shows how a teacher used a home economics curriculum module to plan FHA/HERO activities based on student concerns.

- FHA/HERO Resources (p. 93)

  Basic resources for getting started are listed.

It is essential to use the FHA/HERO National Handbook for Youth-Centered Leadership and the Ohio FHA/HERO Chapter Handbook when using the FHA/HERO module and planning for FHA/HERO activities. The handbooks contain the detailed content and strategies needed to carry out your Consumer/Homemaking--FHA/HERO program.

RATIONALE: FHA/HERO, A PART OF THE INSTRUCTIONAL PROGRAM

The goal of the Future Homemakers of America organization is to help youth assume their roles in society through home economics education in the areas of personal growth, family life, vocational preparation and community involvement.

The stated goal is the same goal as consumer/homemaking education and means that the organization of the Future Homemakers of America is a co-curricular activity rather than extra-curricular activity. As such, FHA/HERO has a definite part in the curriculum through in-class and extended class activities and is the challenge and responsibility of home economics teachers, local and state home economics supervisors and teacher educators.

The Ohio Board of Education supports FHA/HERO as a part of the instructional program as demonstrated in their March 13, 1972 "Resolution Endorsing and Encouraging Youth Organizations in Vocational Education".

To further support the role of FHA/HERO in the home economics education program, the United States Office of Education recognizes as highly significant the concept of student development to full potential for all vocational-technical education students as they prepare to enter the labor market and to successfully assume their roles in society.

STUDENT INTRODUCTORY FHA/HERO MODULE

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Goals of FHA/HERO organization	Individually find pictures from Teen Times and CoEd or other magazines that represent the goals of FHA/HERO and place in the appropriate section of *FHA/HERO Pie. Post each FHA/HERO pie around the room. The goals of Future Homemakers of America are the goals of home economics education made visible through activities. These activities, based on students' interests and community resources, develop leadership, management, decision-making, and goal-setting skills. Distinguish between Consumer/Homemaking and Job Training Vocational Home Economics programs. Show how the content in each area relates to the Future Homemakers of America/Home Economics Related Occupations Organization.
	Vocational student and other organizations	Identify the other vocational programs and the national vocational student organizations for each one (DECA, VICA, FFA, OEA). FHA/HERO is a national vocational student organization, not a club. Each class member choose a vocational organization in the school, a school club or a sport. How is FHA/HERO alike and different from other vocational organizations and school clubs? Interview two members and the advisor or coach. -- What are the goals of your organization, club or sport? -- Who can belong? -- What were your main activities last year? -- What are your plans this year? -- How do you encourage personal growth of members? On a large sheet of paper (table paper) block in each organization name. Complete the information for FHA/HERO in first block. Complete the information from interviews for other blocks. Discuss the similarities and differences.

PROCESS SKILLS	CONCEPTS	STRATEGIES

	FHA/HERO	DECA	FRENCH CLUB
Goals:			
Membership requirement:			
Last year's activities:			
This year's plans:			
Personal growth opportunities:			

Note that the vocational organizations are co-curricular.

Leadership

Display a picture of a nationally famous person (president, singer, athlete). How do you think this person achieved success? Is this person respected? Would you call him/her a leader?

-- Who are other leaders in the nation? community? school?
-- Are there leaders in your home?
-- What does leadership mean to you?

Brainstorm human characteristics for each letter of the word "leadership". (democratic, delegate responsibility, develop interest, praise, recognition, plan ahead) Circle those qualities you think you already possess. Star those you need to work on. Box in those you feel you would rather never achieve.

Discuss how, as a member of Future Homemakers of America, there is opportunity to develop leadership skills. It starts by being in a home economics class or having had a home economics class in the past.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Basics of Getting Started	On poster sheet or board, generate student questions about FHA/HERO, such as: -- What do you do? -- How much will it cost? -- How much time will it take? Develop learning stations with current or visiting FHA/HERO members at each station to explain the purpose, creed, emblem, motto, ceremonies, Impact, Encounter, Degrees. Do *Purposes activity 1. To provide opportunities for self-development and preparation for family and community living and for employment; 2. To strengthen the function of the family as the basic unit of society; 3. To encourage democracy through cooperative action in the home and community; 4. To encourage individual and group involvement in helping achieve worldwide brotherhood; 5. To institute programs promoting greater understanding between youth and adults; 6. To provide opportunities for decision-making and for assuming responsibility; 7. To become aware of the multiple roles of men and women in today's society; 8. To develop interest in home economics, home economics careers and related occupations. Develop an FHA/HERO dictionary alphabetically covering information about FHA/HERO, being certain to answer all of the above student questions on the poster board.

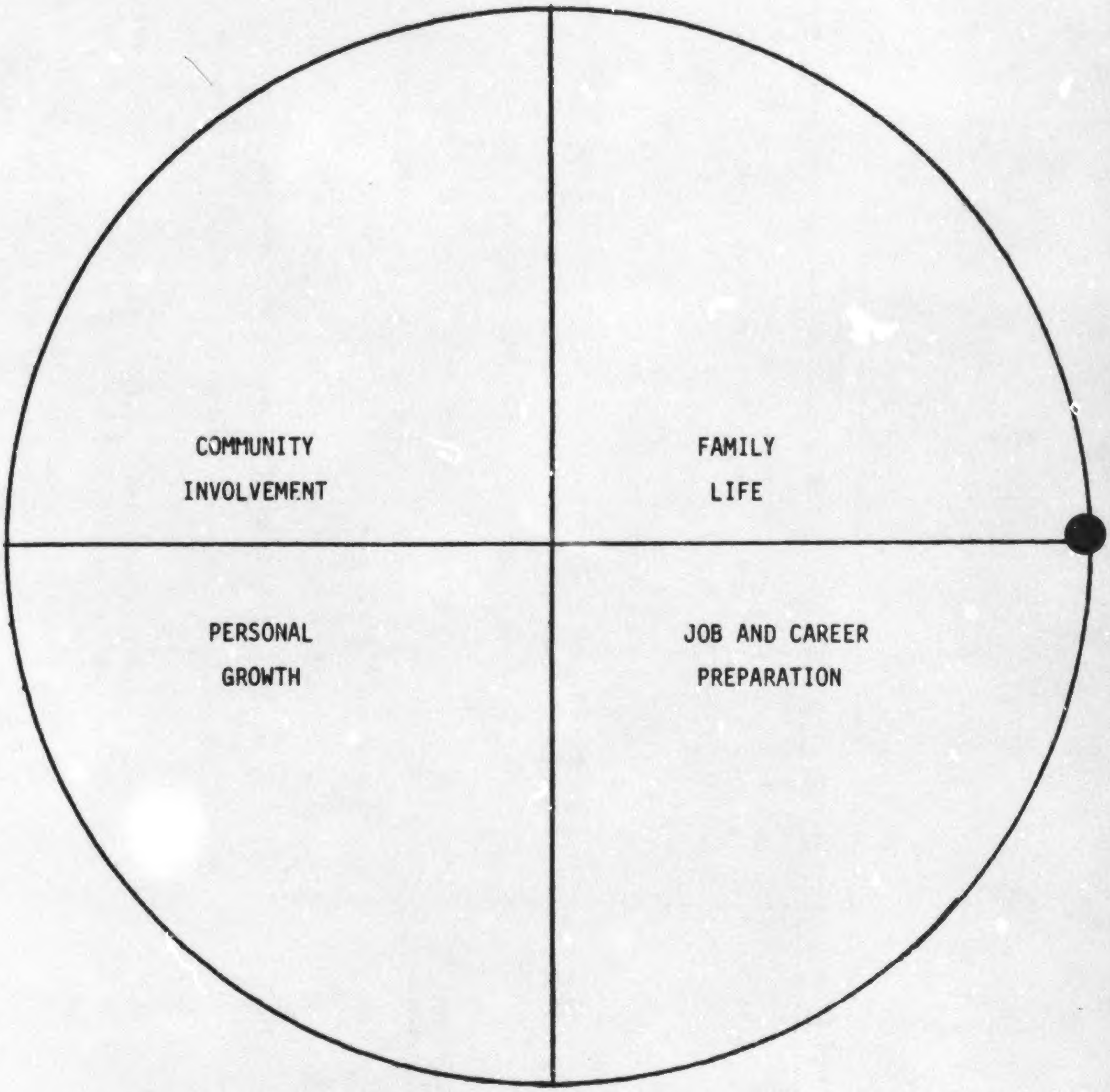
PROCESS SKILLS	CONCEPTS	STRATEGIES
		(Post in room, skills to be developed in FHA/HERO.) -- Leadership experiences -- Social experiences -- Citizenship development -- Personal growth and development -- Community experiences -- Communication skill development -- Career skill development -- Decision-making -- Career exploration -- Consumer learning experiences -- Participation at local, district, state and national levels -- Recognition and awards -- Integrated experiences with class work -- Parliamentary procedure skills -- Self-discipline Use the chapter scrapbook, school yearbook, past articles, pictures, slide show of past events, or slides of possible ideas or chapter concerns to give examples of member involvement. Do *Box Yourself In activity. In rooms do *FHA/HERO Community Quiz.
	Chapter Management	Decide as a class how to manage class so all students have the opportunity to be involved.
	. Officers	-- Elect officers -- Elect representatives to an executive council -- Create a central bulletin board for communications
	. Dues	It is likely you will belong to organizations and pay dues for church, social clubs, labor unions or professional organizations. Through FHA/HERO chapter membership, you can experience leadership training in a school setting to prepare for the rest of your life. -- Decide how to pay dues -- Consider a money-making project -- Set up a payment plan so students can pay by installment

<table>
<tr><th>PROCESS SKILLS</th><th>CONCEPTS</th><th>STRATEGIES</th></tr>
<tr><td></td><td></td><td>Discuss benefits gained from membership.
-- Teen Times
-- State newsletter and member handbook
-- Opportunities and experiences at local, district, state and national levels</td></tr>
<tr><td></td><td>. Chapter Concerns</td><td>Develop chapter concerns by listing a baker's dozen (13 items) you are concerned about. Circle the three things that concern you the most. Volunteers read circled items. Keep a running list of group concerns on a large sheet of paper. Note that personal concerns may be met through Encounter or Degree work, and that group concerns could be met through chapter activities. The Impact planning process steps can be used for planning either personal growth or chapter activities.
Identify state emphasis and activities (state projects, skill events, state structured activities).</td></tr>
<tr><td></td><td>. Relating concerns to goals of vocational home economics</td><td>Brainstorm homemaker jobs and roles in the home and community. Identify all of the perennial problem areas of study in Consumer Homemaking. Put each area in a row of columns on the board.
<table>
<tr><td>Feeding & Nourishing the Family</td><td>Creating a Living Environment</td><td>Nurturing Human Development</td><td>Personal & Family Textile Needs</td><td>Coordinating Work & Family</td><td>Economics & Resource Management</td></tr>
</table>
Relate the identified concerns and state activities to each of the perennial problem areas.
Develop chapter or class goals for current areas of study, semester or year. Decide on a class or chapter theme. Consider state FHA/HERO goals and projects.</td></tr>
</table>

PROCESS SKILLS	CONCEPTS	STRATEGIES
	. Impact Planning Process	Using resources, identify steps in the Impact planning process. When planning FHA/HERO activities related to current areas of study, use the Impact planning process.
	. Committees	As a class or chapter, brainstorm all the committees that would be needed throughout the year. If there are several, narrow them down by combining or eliminating some. Consider committees for: Standing -- Finance - budget -- Public relations -- Personal growth (Encounter, Degrees, etc.) -- Skill events -- Program planning Ad Hoc (Special Purpose) -- Fund-raising -- FHA/HERO Week -- State Projects -- Monthly program-planning In small groups, assign a role to play in discussion. Explain that each group is to react to the leader and the group as the role describes. These roles could include as many or all of the following types of people one may encounter in a group: 1) leaders, 2) followers, 3) incessant talkers, 4) gives unfavorable replies, 5) changes the subject, 6) interrupts the leader, 7) always starts an argument, 8) keeps things on an even basis. Begin the round-robin with a topic to be discussed. (Setting goals, establishing theme, etc.) -- At the conclusion of the demonstration, discuss the students reaction to the leader and the other members involved. -- Analyze how each would contribute/detract from the functioning of a committee.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Define functions of a good committee (agenda for meeting, defined purpose and plan of action, record of proceedings, selection of chairperson, all participate, follow-up action).
		Plan an initial meeting of each committee to establish goals and ideas for the coming year. Each committee meet and report to class.
	. Calendar	Outline the coming year's chapter events and activities. Give dates, state projects, district projects, state theme.
		Develop a school FHA/HERO handbook to accompany the state and national handbook.
	Individual Involvement	Write four individual goals, one for each area of *FHA/HERO Pie. Write goal in each pie shape. Display in room. As goals are completed, display pictures or materials showing accomplishment in appropriate section.
		Begin an Encounter goal or degree.
		Memorize creed and recite it for class or at a meeting.
		Plan an IEE project to develop a leadership skill or involvement at home or in the community.
		Using the regional rally manual, select a skill event to help you achieve one of your goals. Plan and prepare for the event.
	Reflection	In pairs, form a statement about FHA/HERO - what it is, how it works, what it means to you. Illustrate the statement, using skits, displays, posters, charts. Share with class members. Consider using Encounter project, FHA/HERO week - post in school bulletin boards, displays.

FHA/HERO PIE

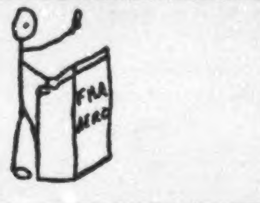

COMMUNITY INVOLVEMENT
FAMILY LIFE
PERSONAL GROWTH
JOB AND CAREER PREPARATION

How can you benefit from FHA/HERO? The sections of the pie represent the goals of the organization. Explain how each of these goals could help you. Y may want to discuss these goals or find illustrations to support your ideas.

PURPOSES

FHA/HERO PURPOSES:

Make an overhead transparency or a handout of this page and identify which of the eight purposes are represented.



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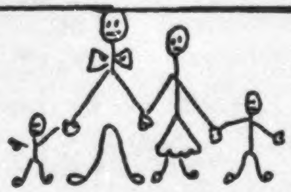

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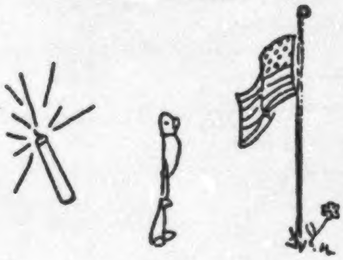

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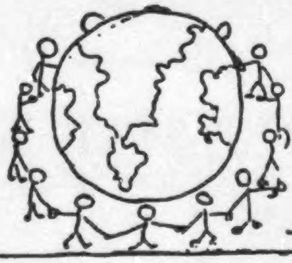

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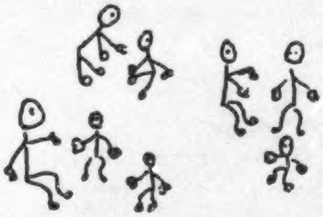

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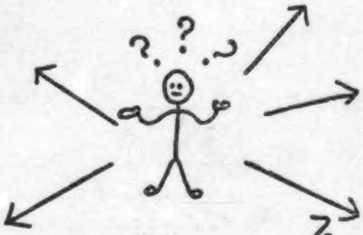

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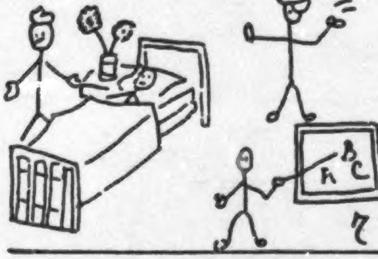

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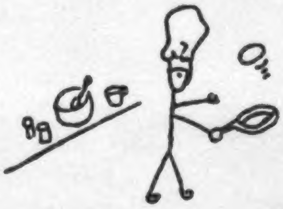

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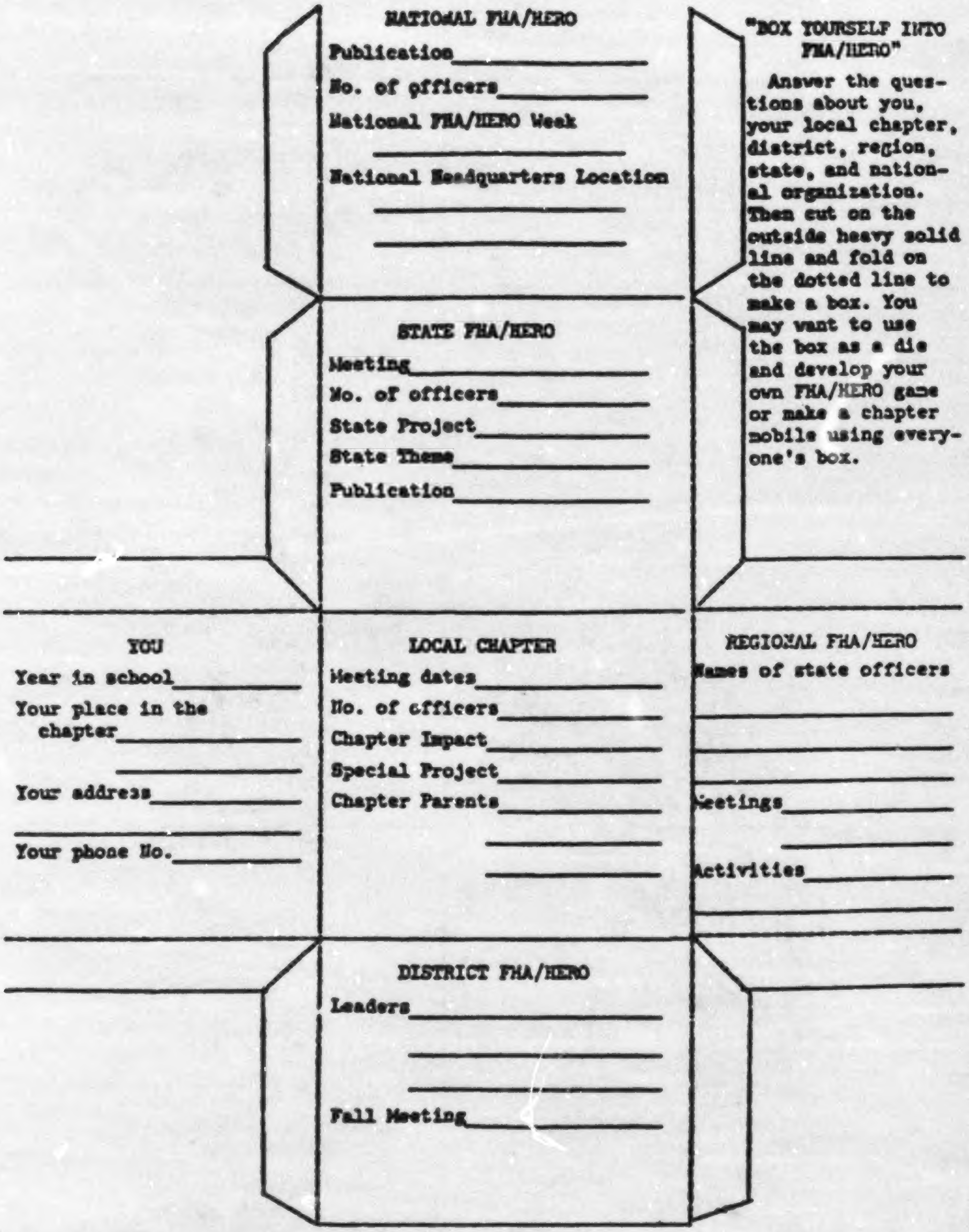
BOX YOURSELF IN



NATIONAL FHA/HERO

Publication____________

No. of officers____________

National FHA/HERO Week

____

National Headquarters Location

____

____

STATE FHA/HERO

Meeting____________

No. of officers____________

State Project____________

State Theme____________

Publication____________

"BOX YOURSELF INTO FHA/HERO"

Answer the questions about you, your local chapter, district, region, state, and national organization. Then cut on the outside heavy solid line and fold on the dotted line to make a box. You may want to use the box as a die and develop your own FHA/HERO game or make a chapter mobile using everyone's box.

YOU

Year in school____________

Your place in the chapter____________

____

Your address____________

____

Your phone No.____________

LOCAL CHAPTER

Meeting dates____________

No. of officers____________

Chapter Impact____________

Special Project____________

Chapter Parents____________

____

____

REGIONAL FHA/HERO

Names of state officers

____

____

____

Meetings____________

____

Activities____________

____

DISTRICT FHA/HERO

Leaders____________

____

____

Fall Meeting____________

FHA/HERO COMMUNITY QUIZ

Gameboard has five categories: General, Membership Requirements, HERO Chapter, Organization, Pamphlets. Under each category there are six questions: two valued at 10 points, two valued at 20 points, and two valued at 30 points. Teams choose the category and point value they want to try. The emcee reads the question, and if the answer is correct, the team receives the points and chooses another question. When the team misses, the choice is turned over to the other team. Game continues until all the questions have been answered. The team with the most points wins.

FHA/HERO JEOPARDY

Gameboard contains five questions valued from 10 to 50 points, under four different categories. Players are divided into teams. Have teams choose categories and point values. If they answer the question correctly they get the number of points indicated.

GENERAL	MEMBER REQUIREMENTS	HERO CHAPTER	ORGANIZATION	PAMPHLETS
10/Q What is "Toward New Horizons?" A. Motto	10/Q Who may join Future Homemakers of America? A. Home Economics students	10/Q What does HERO stand for? A. Home Economics related occupations	10/Q Name major levels at which Future Homemakers of America functions. A. Chapter, state, national	10/Q Promotes personal growth & development A. ENCOUNTER
10/Q The organization's colors?	10/Q What are the chapter dues?	10/Q Who may join HERO chapters?	10/Q How many state associations are there?	10/Q National official magazine?
20/Q Name two purposes.	20/Q What are state dues?	30/Q Name other vocational programs similar to HERO chapters?	20/Q What year was Future Homemakers of America founded?	20/Q Kit to be used for student planned and directed activities?
20/Q What is the goal?	20/Q What are the national dues?	20/Q Who may join a HERO chapter?	20/Q Name two affiliated territories.	20/Q Where can all the pamphlets be ordered?
20/Q Recite the Creed.	30/Q Name two uses of state dues.	30/Q Name four home economics related occupations.	30/Q Who are the co-sponsors of Future Homemakers of America?	30/Q Small pamphlets with thumbnail sketch of in-depth projects?
30/Q When & where was Future Homemakers of America founded?	30/Q Name three uses of national dues.	20/Q What makes HERO chapters like FHA chapters?	30/Q Home of National Headquarters?	30/Q Editor of TEEN TIMES?

FHA/HERO SKILL MATRIX

SKILL	FHA/HERO ACTIVITIES	EXAMPLES OF INTEGRATION
Personal Growth	o Encounter o Degrees	o Develop IEE's related to current classroom instruction. o Relate Nurturing Human Development modules to degree work. o Use Impact planning process to set goals and select a personal growth project.
Self-Concept/ Self-Discipline	o Recognition Activities o Chapter Activities (including all students) o Officer/Committee Records	o Plan recognition activities in all areas of study. (home economics student of the month, outstanding foods lab group) o Send parent newsletters recognizing achievements of students. o Develop an Encounter project related to self-concept module in curriculum. o Use point system to reward individual accomplishments. o Students develop means of evaluation (personal logs, pictures, charts) to assess progress toward completion of IEE, class, chapter projects. Students select others to help assess their progress.
Leadership	o Officers (class, district, state, national) - Rotate class officers. o Committee Chairperson	o Officer assignments (i.e., president is responsible for contacting guest speakers for class, public relations chairperson prepares bulletin boards and displays appropriate for classroom activities). o Plan an IEE to develop specific leadership skills (presiding over meeting, chairing committee). o Implement a leadership training program in the classroom, including the group dynamic process and specifics on committee functions (reports, setting up agendas, recording, delegating). o Form committees to investigate a concern related to current classroom instruction. Take action.
Followship	o Chapter Member o Committee Member	o Assign regular responsibility, for example: classroom bulletin boards/ displays, helping students who were absent, assisting with labs. o Provide opportunities for committee members to investigate and take action on concerns related to current classroom instruction through chapter project, etc.

SKILL	FHA/HERO ACTIVITIES	EXAMPLES OF INTEGRATION
Parliamentary Procedure	o Chapter Meetings o Skill Events o Constitution o Written Records Of Meetings	o Use *Parliamentary Procedure - A Guide To Chapter Meetings* or other resources and develop strategies to instruct principles of basic parliamentary procedure. In addition to a business meeting, use parliamentary procedures to make decisions in the classroom regarding instructional program activities. o Relate use of parliamentary procedure to other social and community organizations.
Communication	o Skill Events o Public Speaking o Chapter Meetings o Public Relations Activities o Workshops for FHA/HERO Members	o Teach public speaking skills. o Utilize public speaking skills when delivering oral presentations (class assignments, committee reports) in instructional areas and evaluating delivery/presentation. o FHA/HERO secretary shall invite speakers to class and write thank you notes, takes classroom notes, and maintains classroom calendar of events. o Reporter submits news articles dealing with classroom events. o Communicate program content (nutrition, home safety) to elementary children, community groups, senior citizens. o Plan information display related to current classroom instruction for shopping centers, store fronts, the fair.
Citizenship	o Chapter, School, and Community Service Activities	o Coordinate work on state projects with course content (Children's Hospital with classroom study of Nurturing Human Development). o Utilize FHA/HERO community service project suggestions in curriculum modules.
Home Economics Skills	o Skill Events o Chapter Activities o State Projects o Planning Process o Encounter	o Incorporate FHA/HERO activities in Program of Work. o Relate chapter projects to classroom instruction (provide child care for PTA meetings, use student body project during food units, teach nutrition to elementary students).

SKILL	FHA/HERO ACTIVITIES	EXAMPLES OF INTEGRATION
Attitude Toward Work	o Local, State, National Activities o Skill Events	o Hold local skill events. Coordinate with work/family perennial problem. (Follow module with skill event - Job Application and Interview.) o Interpret the Consumer/Homemaking program to the community (civic organizations, parent FHA/HERO of neighborhood groups). o Relate how involvement in professional organizations and activities enhances your skills and attitudes toward your occupation, including that of homemaker.
Knowledge of Youth Organizations	o FHA/HERO Introductory Module In Class o Encounter o Degrees	o Using introductory module, have students demonstrate through a variety of methods their understanding of FHA/HERO.
Planning Process for Individual and Group Activities	o Encounter o Skill Events o Chapter Activities	o Use Impact planning process to plan FHA/HERO projects related to classroom areas of study. o Use Impact planning process for IEE's or Encounter.

CLASSROOM MANAGEMENT OF FHA/HERO: A CASE STUDY

The following case study is a description of how one home economics teacher, Ms. W., has organized FHA/HERO within the classroom.

The setting takes place in Franklintown, a small city high school with two teachers in the home economics department. Ms. W. has five classes each and the other teacher, who is new, has four. This is the third year for FHA/HERO in their school. One teacher and two officers attended the FHA/HERO Summer Leadership meeting; both teachers attended the August Teachers Conference, where they received the "FHA/HERO Packet". During extended service they conferred about structure and decided to form mini chapters. The executive council consists of a president from each class and the overall officers which were elected from the previous spring.

At the beginning of the school year, Ms. W. used the introductory FHA/HERO module with new home economics students. They held a class meeting to elect a president and secretary from each class.

The teachers shared the program of work with their students and reviewed curriculum for the year. The class presidents led discussions to identify concerns relating to units being taught. They learned about and considered the state goals and projects which they thought would help determine local FHA/HERO projects resulting from concerns related to areas of study.

In one of Ms. W's classes, officers led a session to brainstorm concerns for the purpose of identifying FHA/HERO chapter project concerns for the first area of study - Nurturing Human Development. Student concerns included the following: teenage sexuality, child abuse, abortion, family planning, and teenage pregnancy. They focused on the concern of teenage parenthood, including several of their identified concerns. Ms. W. and one of the officers who attended the summer leadership meeting explained the national and state emphasis for that year, the "Family and Futures" peer education project.

The class analyzed the concern and decided there was a need to inform their peers about teenage parenthood. They then voted to adopt the Family and Futures project.

Ms. W. introduced the curriculum module, "Teenage Parenthood". She asked for a chairperson and volunteers to form a committee to plan ideas for the peer education activity, using the state FHA/HERO Families and Futures project. Class time was given for committee work. Ms. W. met with the committee and shared plans for classroom study from the module on teenage parenthood. Other class members were engaged in small group work. The committee met several times and presented ideas for FHA/HERO activities to the class.

Through discussion, the class combined and refined the ideas and voted on five projects--two from the curriculum module and three new ideas. Class members selected committees. Students were asked to volunteer to be chairperson. All students were involved in the committees.

In the two projects from the curriculum modules, committees:

1) Invited a panel composed of people who have experienced teenage parenthood. Several suggestions were given in the curriculum module--a teenager who got married, a teen father, pregnant teen who dropped out of school, etc. The committee asked the class for suggestions of people

and invited the panel participants. The committee chairperson presided over the class the day the panel came. He introduced and thanked the panel. The class secretary recorded notes from the panel. Committee members sent thank-you notes.

2) Researched statistics regarding teen parenthood. Again several suggestions were given in the curriculum module--the number of teenage pregnancies in the school, county, state, and country, number of teenage marriages, teenage divorce rate. The committee thought of some additional statistics they would like to gather. They distributed copies of their research report to all class members. They also wrote an article for the school paper emphasizing the high number of teenage pregnancies in their county.

Three of the projects were new ideas developed by the Families and Futures project committee. These committees:

3) Developed a resource guide of services available to teenage parents in their small city. They visited several community organizations that provide services. They duplicated the guide and gave copies to the school guidance counselor and shared their findings with the class.

4) Surveyed high school males regarding teenage parenthood issues. They displayed the results of the questionnaire in a computer program available in the school resource center.

5) Developed a slide presentation about teenage parenthood for use in other home economics classes and the junior high school. The committee sent for resources from national FHA/HERO on the Families and Futures project. Using information from their class study and work of the other committees, they developed the slide presentation. When practicing the presentation, the class evaluated them, using criteria for effective public speaking. The slide project was so successful they received local news coverage. They also submitted an article to Teen Times about their project.

Ms. W. made suggestions for individual growth projects. Several students chose an IEE/Encounter project related to the module. One student developed a leaflet on nutrition for a teenage pregnant mother.

Two students developed a state projects display, "Drug Abuse and the Teenage Mother".

Other students planned to enter skill events using knowledge and skills they learned in the module--Coping with Crisis and Home Economics Team Demonstration.

The class president led the class chapter in a reflection activity on what they gained from their classroom experiences and FHA/HERO activities.

FHA/HERO RESOURCES

OHIO

- Ohio FHA/HERO Chapter Handbook

  Available Fall, 1983. Order and purchase through the Ohio State Instructional Materials Lab, Ohio State University, 1885 Neil Avenue, Room 112, Columbus, Ohio 43210

  This handbook contains a detailed list of Ohio FHA/HERO resources.

- "FHA/HERO Packet"

  Available free to all affiliated FHA/HERO chapters and new advisors at the August Vocational Home Economics State Teachers' Conference or on request from the Vocational Home Economics Section, Ohio Department of Education. The packet includes the current Ohio FHA/HERO Information and Forms Booklet, the current state goals, projects and information to begin the school year.

- FHA/HERO Rally Manual

  This manual contains all recognition achievement activities judged at the March Regional Rallies, i.e., skill events, Award of Merit, State Degree and FHA/HERO State Representative. Applications for these events are due, postmarked by December 1, at the State Office building. Contact the Vocational Home Economics Section, Ohio Department of Education, 65 South Front Street, Room 912, Columbus, Ohio 43215, phone (614) 462-6838, for details on how to obtain.

- Parliamentary Procedure Handbook, A Guide to Chapter Meetings

  A handbook designed for each member to have their own copy or to use as a classroom set of resource booklets. The booklet shows how to organize chapter meetings and use basic parliamentary procedure. Order and purchase from The Ohio State Instructional Materials Lab, Ohio State University, 1885 Neil Avenue, Room 112, Columbus, Ohio 43210

NATIONAL

- Handbook for Youth-Centered Leadership

  The National handbook is available through the National FHA/HERO Headquarters. Future Homemakers of America, National Headquarters and Leadership Center, 1910 Association Drive, Reston, Virginia 22091

- FHA/HERO Catalog of Publications

  Sent to all affiliated FHA/HERO chapters yearly, or available on request from the FHA/HERO National Headquarters.

  The "Catalog of Publications" lists and describes all publications and resource materials available for sale from the National FHA/HERO Headquarters.